

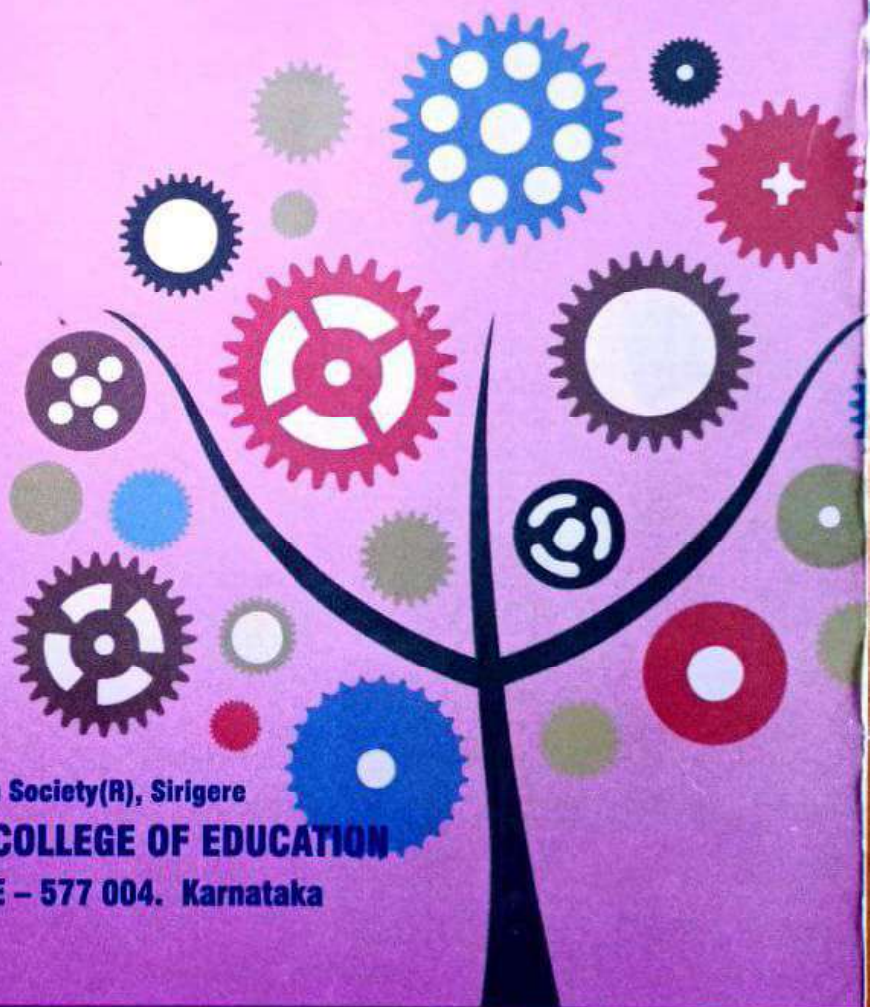
# CONTINUOUS AND COMPREHENSIVE EVALUATION

## EDITORS

Dr. H.V. Vamadevappa

Dr. H. Mallikarjunappa

Dr. K.T. Nagaraja Naik



Sri Taralabalu Jagadguru Education Society(R), Sirigere

**MAKANUR MALLESHAPPA COLLEGE OF EDUCATION**

Anubhava mantapa, DAVANGERE – 577 004. Karnataka



Sponsored by :

**University Grants Commission**



grounding in testing, the learning process and the subject matter covered by the test. The test interpret must be knowledgeable of testing in order to place the psychometric characteristics of the test in proper perspective and to interpret the test scores. Similarly, knowledge and understanding of the process of learning and skill of learning is essential for making meaningful suggestions for remedial programmers. So, it is desirable that test should be administrated and interpreted by a school psychologist or a child clinical psychologist.

Diagnostic evolution is usually done in the beginning of the teaching learning process in order to find out specific weakness and specific strengths. This helps to design the courses and curricula according to the capabilities of the

learner to help in to overcome his deficiencies in knowledge, skills and abilities.

REFERENCES

- 1) Bhatia. K K – Measurement and evaluation in education , Prakash brothers, Ludiana. 1
- 2) Chauhan C.P.S.- Engineering trends in educational evaluation, Commonwealth Publishes, New Delhi.1983. 2
- 3) Ebel.R L(1979) - Essentials of educational measurement,3<sup>rd</sup> edition, Eagle wood chiffs,N.J.Prentice hall. 3
- 4) Rawath D S (1956) - Statistics and measurement in education.Agra; Bharath publications . 4
- 5) Rose G C and Stanley.J.C.(1954) - Measurement in today's schools.Newyork: Prentice hall. 5
- 6) Marami Goswamy –Measurement and evaluation in psychology and evaluation, 2014. Neel kamal Publications,Hyderabad.



## CO SCHOLASTIC AREAS IN CONTINUOUS AND COMPREHENSIVE EVALUATION

Nagendrappa S., Dr. Shivakumar G.S.

**Introduction :**

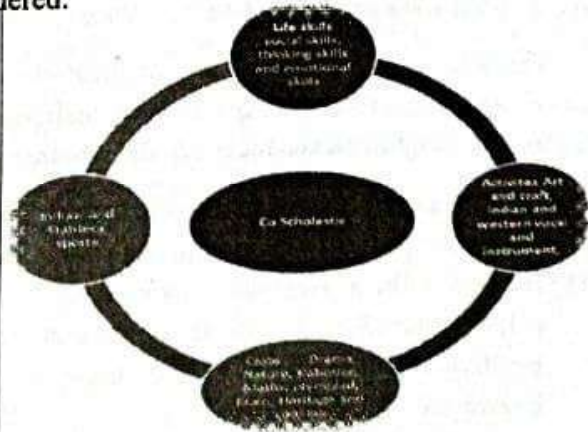
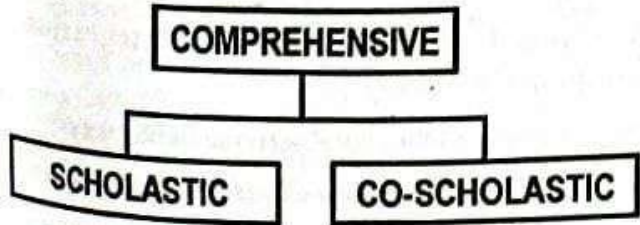
Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of students' development. It is a developmental process of assessment which emphasizes on two fold objectives. These objectives are continuity in evaluation and assessment of broad based learning and behavioural outcomes on the other.

In this scheme the term 'continuous' is meant to emphasise that evaluation of identified aspects of students' 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic

session. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co scholastic aspects of students' growth and development.

**Co Scholastic areas:** The Co-scholastic areas are concerned with the learner's attitudes, interests, values, feelings, habits, social interaction in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, Enthusiasm, and Energetic, Positive thinking are some of the facets of personality development

Development of co- scholastic aspects of the personality such as Life Skills, Attitudes and Values, participation and achievement in Co-Curricular activities as well as Health and Physical Education need to be considered.







Dr. H V Vamadevappa is presently working as Principal, M M College of Education, Davangere in Karnataka. He has put in 30 years of service in the field of teacher education. He also worked as visiting professor in P.G Department of education, Kuvempu and Davangere universities. He worked as chairman and member of various academic bodies of different universities. He has authored and co-authored more than 10 books on teacher education. As a research guide he successfully guided 6 candidates for Ph.D., degree and 10 candidates for M.Phil., degree in Education. He has published number of research articles in national and International journals and presented papers in National and International seminars and conferences. He worked as member of D.Ed., text book preparation committee and reviewer of I and II PUC Education text books (2013-14). For his outstanding contributions and commitment to the field of Education AIR INDIA and Prajavani, Bangalore jointly awarded BOLT (Board Outlook Learner Teacher) Award in 2004. He is closely associated with many professional bodies and social service organizations and actively engaged in teaching, training, research, consultancy and social service.



Dr. H Mallikarjunappa working as Associate Professor at M M College of Education, Davangere. He has worked in various capacities at College, University and State level organizations. He has worked as resource person at different levels of training programmes. He has published many articles on educational issues in journals of national repute. He is the author of one book on Educational Psychology. He has participated & presented papers in National and international conferences and seminars. He has worked as visiting faculty to P.G. Department of Education and guided many M.Ed., dissertations. He is a teacher educator since 1982. His areas of interest are educational psychology, Teacher education, Curriculum and evaluation. He is a member for AIAER and worked as V.T. member for NCTE. He also Worked as NAAC preparation Co-ordinator. International Institute for Social & Economic Reforms (R), Bengaluru Awarded National Award in 2015.



Dr. K T Nagaraja Naik working as Assistant Professor at M M College of Education, Davangere. He has worked in various capacities at college, University and state level organizations. He has been involved in academic activities enthusiastically and devoted to writing articles and books. He has published many articles on educational issues in journals of national repute. He is the author of several popular books on teacher education. He has participated in National and International Conferences, Seminars, Workshops and presented papers which helped him to grow professionally. Presently he has been engaged in UGC minor research project and guiding M.Phil., students. He has worked as V.T. member of NCTE. He is a teacher educator and author of a well known repute. His areas of interest are Educational Management, Instructional Technology, Teacher Education, Research in Education, Educational and Vocational Guidance.



**Sinchana Publications**  
Taralabalu Badavane,  
Davangere - 577 005.





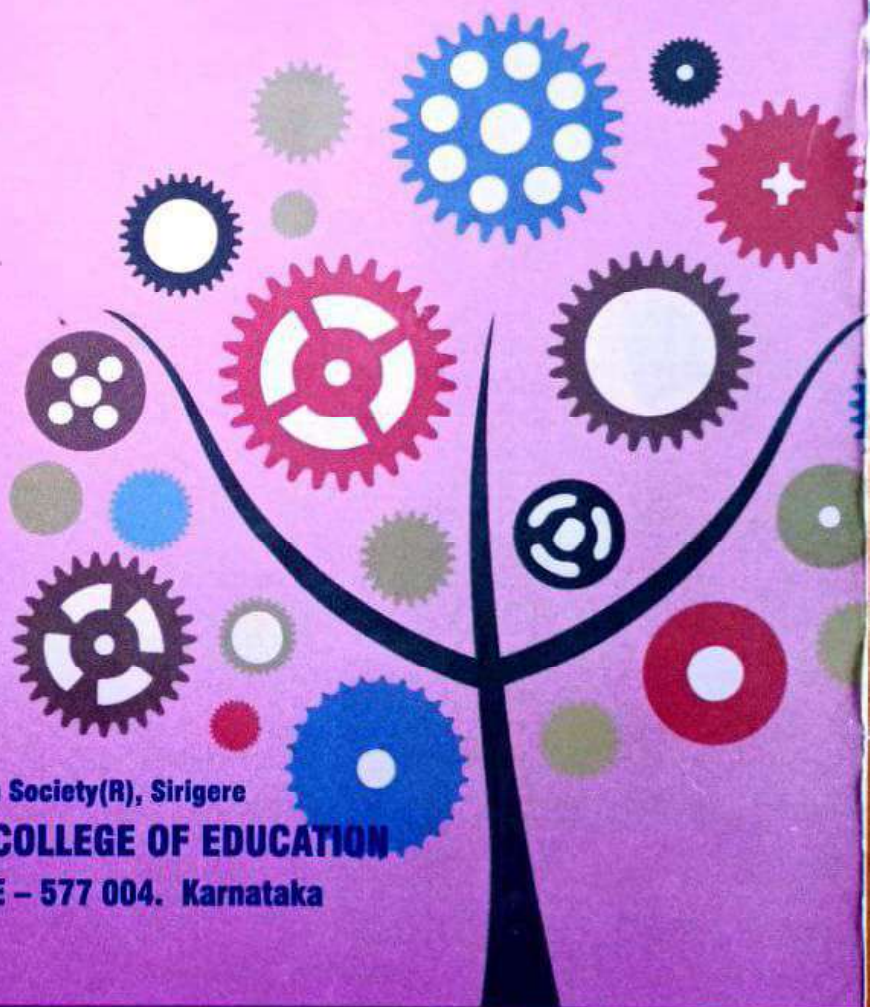
# CONTINUOUS AND COMPREHENSIVE EVALUATION

## EDITORS

Dr. H.V. Vamadevappa

Dr. H. Mallikarjunappa

Dr. K.T. Nagaraja Naik



Sri Taralabalu Jagadguru Education Society(R), Sirigere

**MAKANUR MALLESHAPPA COLLEGE OF EDUCATION**

Anubhava mantapa, DAVANGERE – 577 004. Karnataka



Sponsored by :

**University Grants Commission**



# DIAGNOSTIC TESTING & REMEDIAL TEACHING

Nagendrappa S., Dr. Shivakumar, G.S

## Introduction

### Diagnostic Testing

School education is the necessary foundation for strengthening human resources that has been deemed central for the National development. Since the time of our independence, many committees and commissions persistently emphasized upon the free and compulsory education in our country. Among various measures that have been adopted to expand the provisions for realizing the goal of Universalizing elementary education, the National Policy of Education had made several recommendations to improve the quality of school education. The recommendations include the child-centered approach improvement in the quality of education through reforms in the context and the process of education, school facilities, additional teachers, laying down minimum levels of learning, and emphasis upon continuous and comprehensive evaluation.

Concept of Continuous and Comprehensive Evaluation is a process of determining the extent to which the objectives are achieved. It is not only concerned with the appraisal of achievement, but also with its improvement. As testing evaluation is also concerned with identification of learning experiences and educative environment to produce changes in the learner's behaviour. It involves information gathering, information processing, judgment forming, and decision-making. In recent years, there has been a growing concern for improving the quality of achievement of all students at elementary level

After completing a particular unit/topic you conduct a test to assess the achievements of learners. After evaluation you draw some conclusions and you find that some of the students have fared very well and a particular group of students have achieved below your expectations. Now you will have to find out the causes for this low achievement or slow learning. There would be certain reasons for this low achievement. Now it is very essential to find out the particular area where the difficulty lies or the particular concept where the learner commits errors.

To locate and identify the areas of learning. After identifying the areas of difficulties leads to Diagnostic Testing. where the error lies, you have to find out the reasons due to which the particular child/group of students have not responded well. At this stage you have to play the role of a doctor. If a patient visits the doctor's clinic he suggests different tests relevant to the symptoms observed by him. After getting reports he is in a position to identify and diagnose the disease and then prescribe the medicine for Likewise, as a teacher, you have to first identify and locate the area where the error lies. The process adopted for this purpose in educational situations is known as Diagnostic Testing. The process of determining the causes of educational difficulties is known as educational diagnosis. The scope of educational diagnosis is much larger than the use of tests and examinations. It is not proper to limit the scope of diagnosis to locating the causes that interfere with the ordinary academic prognosis of the pupils.

### Importance of Educational Diagnosis

A satisfactory level of diagnosis can be reached when the teacher has gained sufficient insight into the nature of the child's problem and enables him/her to plan appropriate corrective instruction. To a great extent, this will be determined by the complexity of the individual problem. For attaining maximum effectiveness in teaching, diagnosis of a child's learning difficulties should be made as early as possible. When the nature, extent and causes of a child's retardation and acceleration are known, together with data on his or her capacity for learning, effective developmental or corrective teaching can be planned.

Suggested two major aspects of diagnosis in teaching.

- (1) Determination of the extent to which desirable educational objectives are achieved.
- (2) Identification of factors that may be interfering with the optimum growth of the individual.

### Stages Of Preparation Of a Diagnostic Test

- (i) Planning
- (ii) Writing items





Dr. H V Vamadevappa is presently working as Principal, M M College of Education, Davangere in Karnataka. He has put in 30 years of service in the field of teacher education. He also worked as visiting professor in P.G Department of education, Kuvempu and Davangere universities. He worked as chairman and member of various academic bodies of different universities. He has authored and co-authored more than 10 books on teacher education. As a research guide he successfully guided 6 candidates for Ph.D., degree and 10 candidates for M.Phil., degree in Education. He has published number of research articles in national and International journals and presented papers in National and International seminars and conferences. He worked as member of D.Ed., text book preparation committee and reviewer of I and II PUC Education text books (2013-14). For his outstanding contributions and commitment to the field of Education AIR INDIA and Prajavani, Bangalore jointly awarded BOLT (Board Outlook Learner Teacher) Award in 2004. He is closely associated with many professional bodies and social service organizations and actively engaged in teaching, training, research, consultancy and social service.



Dr. H Mallikarjunappa working as Associate Professor at M M College of Education, Davangere. He has worked in various capacities at College, University and State level organizations. He has worked as resource person at different levels of training programmes. He has published many articles on educational issues in journals of national repute. He is the author of one book on Educational Psychology. He has participated & presented papers in National and international conferences and seminars. He has worked as visiting faculty to P.G. Department of Education and guided many M.Ed., dissertations. He is a teacher educator since 1982. His areas of interest are educational psychology, Teacher education, Curriculum and evaluation. He is a member for AIAER and worked as V.T. member for NCTE. He also Worked as NAAC preparation Co-ordinator. International Institute for Social & Economic Reforms (R), Bengaluru Awarded National Award in 2015.



Dr. K T Nagaraja Naik working as Assistant Professor at M M College of Education, Davangere. He has worked in various capacities at college, University and state level organizations. He has been involved in academic activities enthusiastically and devoted to writing articles and books. He has published many articles on educational issues in journals of national repute. He is the author of several popular books on teacher education. He has participated in National and International Conferences, Seminars, Workshops and presented papers which helped him to grow professionally. Presently he has been engaged in UGC minor research project and guiding M.Phil., students. He has worked as V.T. member of NCTE. He is a teacher educator and author of a well known repute. His areas of interest are Educational Management, Instructional Technology, Teacher Education, Research in Education, Educational and Vocational Guidance.

**Sinchana Publications**  
Taralabalu Badavane,  
Davangere - 577 005.







Swamy Vivekananda Vidya Samsthe (R), Shikaripura

## **KUMADVATHI COLLEGE OF EDUCATION**

Aided, Permanently Affiliated to Kuvempu University, Recognised by NCTE &  
UGC Act 2(f), Section 12(B) NAAC Accredited with 'B' Grade - 2.70 CGPA



# **Inclusion and Qualitative Expansion in Education**

**Dr. Jayashree V. Rakkasagi  
Sri. Devaraja Y.  
Sri. Nagendrappa S.**

Shivamogga Road, Shikaripura 577 427, Shivamogga District, Karnataka State  
Ph : 08187 222383, 222067 E-Mail : [kumadvathibed@gmail.com](mailto:kumadvathibed@gmail.com) website : [www.kumadvathibed.in](http://www.kumadvathibed.in)

**Inclusion and Qualitative Expansion In Education** : A Compilation of paper presented in UGC Sponsored  
A Two day National Seminar on  
**Inclusion and Qualitative Expansion in Education.**  
Edited by: Dr. Jayashree V Rakkasagi , Mr.Devaraja y,  
Mr.Nagendrappa S.

**Published by** : **Rachana Prakashana**  
# 791/5, 25/7 Cross  
Hebbal 2nd Stage, Mysore-570 017

**Pages** : 406

**Price** : 500/-

**Paper used** : 70 gsm maplitho

**First published** : 2017

**ISBN** : 978-93-85120-66-4

**Rights and Permission** : ©Kumadvathi College of Education, Shikaripura

**Designing and Printed by** : **Royal Printers**  
Opp. Vandana Tailkies ,K.R.Puram  
Road,shivamogga -577202  
Ph :08182-229557,9886273495  
Email:royalpress1@gmail.com  
www.royalprinters.co.in

All rights are reserved. No part of this publication can be reproduced, stored in a retrieval system, or transmitting in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without the prior written permission of the copyright owner and the publisher

**Disclaimer:** *"The views expressed in the articles / research papers are of the respective authors / researchers".*



ನಿರೀಕ್ಷಿಸಲಾಗುವಂತೆ ಇತರರ ವಿಷಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪತ್ರ ಬರೆಯಬೇಕು. ಆದರೆ ರೀತಿ ಪಲ್ಲ ಕಛೇರಿಯವರು ಪ್ರತಿ ಶಾಲೆಗೂ ವಿವಿಧ ಮಾಹಿತಿ ಕೋರಿ ಪತ್ರವನ್ನು ಬರೆಯಬೇಕು ಹಾಗೂ ವಿವಿಧ ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಆಯೋಜಿಸುವಂತೆ ಸೂಚನೆಗಳನ್ನು ಆದೇಶಗಳನ್ನು ಹೊರಡಿಸಬೇಕು. ಈ ಎಲ್ಲಾ ಚಟುವಟಿಕೆಗಳು ಎಡದಿಂದ ನಿರಂತರವಾಗಿ ಒಂದು ಘಟಿಯ ಕಾಲಾವಧಿಯಲ್ಲಿ ನಡೆಯಬೇಕು.

ಪ್ರತಿ ಗುಂಪಿನವರು ತಮಗೆ ಯಾರಿಂದ ಪತ್ರ ಬಂತು, ಯಾರಿಗೆ ಪತ್ರ ಬರೆಯಲಾಗಿದೆ, ಪತ್ರದ ವಿಚಾರವೇನು ಎಂಬುದನ್ನು ತಮಗೆ ನೀಡಿದ 'ಇವರಿಂದ ಇವರಿಗೆ ರಿಪಸ್ಪಾನ್ಸ್' ನಲ್ಲಿ ದಾಖಲಿಸಿಕೊಳ್ಳಬೇಕು. (ಅನುಬಂಧ ನೋಡುವುದು) 'ಇವರಿಂದ-ಇವರಿಗೆ ರಿಪಸ್ಪಾನ್ಸ್' ನಲ್ಲಿ ಪ್ರತಿ 05 ನಿಮಿಷಗಳನ್ನು ಒಂದು ತಿಂಗಳ ಕಾಲಾವಧಿ ಎಂದು ಪರಿಗಣಿಸಲಾಗುತ್ತದೆ. ಇದರಿಂದ ಪ್ರತಿ ಗುಂಪಿನವರು ಒಂದು ಪತ್ರ ಬರೆಯಲು ಎಷ್ಟು ಕಾಲಾವಧಿಯನ್ನು ಕೊಡಬೇಕೆಂದಿದ್ದಾರೆ ಎಂಬುದನ್ನು ತೀರ್ಮಾನಿಸಲು ಸಹಾಯಕವಾಗುತ್ತದೆ.

**ಪಂತ - 5.**  
ಅಂತಿಮದಲ್ಲಿ ಎಲ್ಲರ ಮನಃ ತರಗತಿಯಲ್ಲಿ ಸೇರಿ, ಪ್ರತಿ ಗುಂಪಿನ ಪತ್ರಗಳನ್ನು ಓದಿ ವಿಶ್ಲೇಷಿಸಬೇಕು. ಪತ್ರದಲ್ಲಿನ ಉತ್ತಮಾಂಶಗಳನ್ನು ಹಾಗೂ ದೋಷಗಳನ್ನು ಗುರುತಿಸಿ ಎಲ್ಲರೂ ಮುಕ್ತವಾಗಿ ಚರ್ಚಿಸಬೇಕು ಹಾಗೂ ಸುಧಾರಣೆಗೆ ಆಗತ್ಯ ಸಲಹೆ ಸೂಚನೆಗಳನ್ನು ನೀಡಬೇಕು. ಇದರಿಂದ ಪ್ರತಿ ಗುಂಪಿನವರು ಯಾವ ಯಾವ ಉದ್ದೇಶಗಳಿಗೆ ಪತ್ರವ್ಯವಹಾರವನ್ನು ನಡೆಸಿದ್ದಾರೆ, ಅವರು ತೆಗೆದುಕೊಂಡ ಕಾಲಾವಧಿ, ಪತ್ರದ ಶೈಲಿ ಮುಂತಾದವುಗಳು ಎಲ್ಲರಿಗೂ ಪರಿಚಯವಾಗಿ ಶಿಕ್ಷಕರ ಅನುಭವಗಳು ವಿವರಿಸಲ್ಪಡುತ್ತವೆ. ಅಂತಿಮದಲ್ಲಿ ಹೆಚ್ಚು ಪತ್ರವ್ಯವಹಾರವನ್ನು ಗುಣಾತ್ಮಕವಾಗಿ ನಡೆಸಿದವರಿಗೆ ಪ್ರಶಂಸೆಯ ಮಾತುಗಳನ್ನು ಎಲ್ಲರೂ ಹೇಳಬೇಕು.

ಈ ಮೇಲಿನ ಹಂತಗಳನ್ನು ವರ್ಷದಲ್ಲಿ 2/3 ಬಾರಿ ಮನರಾವರ್ತಿಸಬೇಕು. ಇದರಿಂದ ಶಿಕ್ಷಕರ ಬರವಣಿಗೆ ಮತ್ತು ಸಂವಹನ ಕೌಶಲ್ಯಗಳು ಅಭಿವೃದ್ಧಿ ಆಗುತ್ತದೆ.

- 5. ಉಪಕ್ರಮದ ಪ್ರಯೋಜನಗಳು :**
1. ಎಲ್ಲಾ ಶಿಕ್ಷಕರು ಚುರುಕುತನದಿಂದ ಪಾಲ್ಗೊಳ್ಳುತ್ತಾರೆ.
  2. ತರಗತಿಯು ಲವಲವಿಯಿಂದ ಕೂಡಿರುತ್ತದೆ.
  3. 'ಮಾಡಿಕಲಿ', 'ಪಾಲ್ಗೊಂಡು ಕಲಿ' ತತ್ವವನ್ನು ಇದು ಆಧರಿಸಿದೆ.
  4. ಪ್ರತಿ ಶಿಕ್ಷಕರೂ ತಮ್ಮ ದೋಷಗಳನ್ನು ತಾವೇ ಅರಿತು ಸರಿಪಡಿಸಿಕೊಳ್ಳಲು ಸಹಾಯಕವಾಗುತ್ತದೆ.

5. ಕಲಿಕೆ ಭಾರ ಅನಿಸುವುದಿಲ್ಲ. ಎಲ್ಲರೂ ಆಸಕ್ತಿಯಿಂದ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಂಡು ಕಲಿಯುತ್ತಾರೆ.
6. ಬರವಣಿಗೆ ಮತ್ತು ಸಂವಹನ ಕೌಶಲ್ಯಗಳು ಸುಧಾರಣೆಗೊಳ್ಳುತ್ತವೆ.
7. ಶಾಲೆಯ ಪ್ರತಿ ವ್ಯವಹಾರಗಳು ಎಲ್ಲಾ ಶಿಕ್ಷಕರಿಗೂ ತಿಳಿಯಲ್ಪಡುತ್ತವೆ.
8. ಶಿಕ್ಷಕರಲ್ಲಿ ಪರಸ್ಪರ ಸಹಕಾರ ಹಾಗೂ ಕೂಡಿ ಕೆಲಸ ಮಾಡುವ ಪ್ರವೃತ್ತಿ ಬೆಳವಣಿಗೆಯಾಗುತ್ತದೆ.
9. ಶಿಕ್ಷಕರ ಭಾಷಾ ಸಾಮರ್ಥ್ಯ ಸುಧಾರಿಸಿ ಪತ್ರ ವ್ಯವಹಾರ ಉತ್ತಮಗೊಳ್ಳುತ್ತದೆ.
10. ಪತ್ರ ವ್ಯವಹಾರದಲ್ಲಿ ವಿಳಂಬ ತೋರುವ ಮನೋಭಾವವನ್ನು ದೂರಮಾಡುತ್ತದೆ.
11. ಸರ್ಕಾರದ ಶೈಕ್ಷಣಿಕ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ಸಕಾಲದಲ್ಲಿ ನಿರ್ವಹಿಸುವ ಸಾಮರ್ಥ್ಯ ವೃದ್ಧಿಯಾಗುತ್ತದೆ.
12. ಈ ಉಪಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಕ್ಕೆ ತರುವ ಹಂತಗಳು ಸುಲಭವಾಗಿವೆ.

**6. ಉಪಸಂಹಾರ :**  
ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟವನ್ನು ಸುಧಾರಿಸುವಲ್ಲಿ ವಿವಿಧ ತಜ್ಞರು ಹೊಸ ಹೊಸ ಪ್ರಯೋಗಗಳನ್ನು ಮಾಡುತ್ತಲೇ ಬಂದಿದ್ದಾರೆ. ಕಲಿಕೆಯನ್ನು ಉತ್ತಮಪಡಿಸುವ ಹಲವಾರು ಉಪಕ್ರಮಗಳು ಶಿಕ್ಷಣದಲ್ಲಿ ಪ್ರಚಲಿತದಲ್ಲಿವೆ. ಯಾವುದೇ ಒಂದು ಉಪಕ್ರಮವನ್ನು ಅನುಸರಿಸಿ ಎಲ್ಲಾ ವಿಷಯಗಳನ್ನು ಬೋಧಿಸಲು ಸಾಧ್ಯವಿಲ್ಲ. ಆಯಾ ವಿಷಯದ ಸ್ವರೂಪಕ್ಕೆ ಅನುಗುಣವಾಗಿ ಸೂಕ್ತ ಉಪಕ್ರಮವನ್ನು ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳುವ ಜಾಣ್ಮೆ ಶಿಕ್ಷಕರಲ್ಲಿ ಬರಬೇಕು. ಈ ದಿಕ್ಕಿನಲ್ಲಿ ಶಿಕ್ಷಕರ ಬರವಣಿಗೆ ಹಾಗೂ ಸಂವಹನ ಕೌಶಲ್ಯವನ್ನು ಸುಧಾರಿಸುವಲ್ಲಿ 'ಈಗಲೇ ಬರೆಯುತ್ತೇನೆ' ಉಪಕ್ರಮವು ಹೆಚ್ಚು ಮಹತ್ವವನ್ನು ಪಡೆದುಕೊಳ್ಳುತ್ತದೆ. ಈ ಉಪಕ್ರಮವು ಕೃತಕ ಸನ್ನಿವೇಶದಲ್ಲಿ ನಡೆಯುವ ಚಟುವಟಿಕೆಯಾಗಿದ್ದು, ಸರಳವಾಗಿ ಅನುಷ್ಠಾನಕ್ಕೆ ತರಬಹುದಾಗಿದೆ. ಈ ಉಪಕ್ರಮವನ್ನು ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದಲ್ಲಿ ಪರಿಚಯಿಸುವ ಕೆಲಸ ಆಗಬೇಕು. ಅದೇ ರೀತಿಯಲ್ಲಿ ಸೇವಾ ನಿರತ ತರಬೇತಿಗಳಲ್ಲೂ ಶಿಕ್ಷಕರಿಗೆ ಇದರ ಪರಿಚಯ ಮಾಡಿಸಬೇಕು. ಯಾವುದೇ ತರಬೇತಿ ನೀಡದೆ ಗುಣಾತ್ಮಕ ಫಲಿತಾಂಶವನ್ನು ನಿರೀಕ್ಷಿಸುವ ಬದಲಿಗೆ ಇಲ್ಲಿ ಪರಿಚಯಿಸಿರುವ 'ಈಗಲೇ ಬರೆಯುತ್ತೇನೆ' ಉಪಕ್ರಮದ ತರಬೇತಿಯನ್ನು, ಶಿಕ್ಷಕರಿಗೆ ನೀಡಿ ಉತ್ತಮ ಫಲಿತಾಂಶವನ್ನು ನಿರೀಕ್ಷಿಸಬಹುದಾಗಿದೆ. ಆಧುನಿಕ ತಂತ್ರಜ್ಞಾನದ ಈ ಯುಗದಲ್ಲೂ ಪತ್ರ ವ್ಯವಹಾರ ತನ್ನ ಮಹತ್ವವನ್ನು ಕಳೆದುಕೊಂಡಿಲ್ಲ. ಸರ್ಕಾರದ ಪ್ರತಿ ಯೋಜನೆಗಳು, ತೀರ್ಮಾನಗಳು, ಸುತ್ತೋಲೆಗಳು, ಆದೇಶಗಳು ಬರವಣಿಗೆಯಲ್ಲಿಯೇ ಇರುತ್ತವೆ. ಶಾಲೆಗಳೂ ಬರವಣಿಗೆಯ ಮೂಲಕವೇ ವ್ಯವಹರಿಸಬೇಕಾಗುತ್ತವೆ. ಈ ದೃಷ್ಟಿಯಿಂದ ಪ್ರಸ್ತುತ 'ಈಗಲೇ ಬರೆಯುತ್ತೇನೆ' ಉಪಕ್ರಮವು ಹೆಚ್ಚು ಮಹತ್ವವನ್ನು ಪಡೆದುಕೊಳ್ಳುತ್ತದೆ.



**MNEMONIC STRATEGY-A WAY OF IMPROVING ACADEMIC ACHIEVEMENT**

**\*Nagendrappa S.  
\*\*Dr. S.S Patil**

**Abstract**

Memory and learning are interrelated; learning justifies academic achievement of students. The exam system is based on memory. Memory plays vital role in better achievement. One who have good memory he can achieve more. Teachers instruct the lesson but don't acquaint how to keep learnt thing into their memory. Thus an attempt was made by the investigator to prepare the memory training strategy by inculcating memory techniques (Mnemonics) given by eminent psychologists and experts to help the students to become aware of their memory practice, in addition this strategy helps teachers to teach the lesson by

make use of memory techniques and practice techniques in the classroom. This article provides information on the utility, and effectiveness, of mnemonic strategies in enhancing memory for school learning.

**Keywords**

Mnemonic strategy, Encoding mnemonics, Spelling Mnemonics, Concept Mapping Name Mnemonics, Mnemonic strategies

A Mnemonic is a technique or device, such as a word, short poem,, an image or sentence, that uses familiar associations to enhance the storage and recall of information in memory. It

\*Research Scholar Department of studies Kuvempu University Shankaraghatta  
\*\*Chairman and Professor Department of studies Kuvempu University Shankaraghatta



## EDITORS



**Dr. Jayashree V. Rakkasagi** is working as a Principal in Kumadvathi College of Education, Shikaripura. She has a vast experience as a Teacher Educator in Education College as well as in High School. Also involved in the curriculum Construction related to B.Ed., programme. She has rendered her service as Member of various educational boards at University and state level, also worked as Syndicate Member and NCTE Visiting Team Member. To her credit she has authored several books and published many research articles in International and National Journals. Her areas of interests include; School Education, Teacher Education, Higher Education, Special Education and Methodology of Teaching Science.



**Devaraja Y.** is working as Assistant Professor in the Kumadvathi College of Education, Shikaripura. He has worked in various capacities at different levels of education and also a Board of Director of Esteemed Educational Institution at Shikaripura. Presently perceiving Ph.D., degree in Education under the guidance of Dr. V.D. Aiholli on topic "ಸರ್ಕಾರಿ ಪ್ರಾಥಮಿಕ ಶಾಲಾ ಶಿಕ್ಷಕರ ಸೇವಾನಿರತ ಶಿಕ್ಷಣದ ಅನುಷ್ಠಾನದಿಂದ ಗುಣಾತ್ಮಕತೆಯಲ್ಲಾದ ಬದಲಾವಣೆ ಕುರಿತು ವಿಮರ್ಶಾತ್ಮಕ ಅಧ್ಯಯನ". He has attended many International and National Conference, His areas of interest Include; Philosophy and Sociology of Education, Teacher Education, and Methodology of Teaching Social Science.



**Nagendrappa S.** is working as Assistant Professor in the Kumadvathi College of Education, Shikaripura. He has worked in various capacities at different levels of Education. Presently perceiving Ph.D., degree in Education under the guidance of Dr. S.S. Patil, Kuvempu University on the topic "A Study on Effect of Mnemonic Intervention Strategy on Academic Achievement in Science, Attitude Towards Science and Scientific Creativity among Secondary School Students". He has attended many International and National Conferences. His areas of interest Include; Educational administration and Management, Statistics, Teacher Education and Methodology of Teaching Physics & Mathematics.

ISBN No : 978-93-85120-66-4



9789385120664