

**B.A.2<sup>nd</sup> Sem-2020**  
**Educational Psychology**  
**Unit-V : Memory**

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**Meaning of Memory**

***“The sum of everything retained by the mind is memory.”***

- Memory is the mental faculty of retaining and recalling past experience based on the mental processes of learning, retention, recall and recognition.
- Memory is our ability to encode, store and retain and subsequently recall information and past experience in the human brain.
- Memory is the process in which information is encoded, stored and retrieved.

**Definitions of Memory**

- I) “A memory is a new experience determined by the disposition laid down by previous experiences, the relation between the two being clearly apprehended.” – F.S. Ross
- II) “Memory is the characteristic of living organism, in virtue of which what they experience leaves behind effects which modify future experience and behaviour, in virtue of which they have a history, and that history, is regarded in themselves”- James Drever.
- III) “Memory consists of retaining and remembering what has previously been learnt” – Woodworth and Marquis.
- IV) “Memory is direct use of what has been learnt.” – wood worth

All the above mentioned definitions of memory lay stress on the resurrection of the past experiences. But memory does not consist only of resurrection or revitalization of the past experience. It consists of something more.

In order to have a clear picture of memory, we shall have to understand the various symptoms and actions and marks of memory.

**Signs of good memory**

We meet many people who have great memory and often we envy them. There are several facts for the good memory to attain

1. Quick learning – A child with good memory learns something very quickly and learns the lesson on mere one reading.
2. Organization of learnt content – Memory is no bag of box in which data are placed disorderly. We can recall a learnt material properly only when it has been stored in the brain in a systematic manner. A man with a good memory stores data in his brain in a systematic manner and is able to recall it when needed.
3. Good Retention – A man with a good memory has a good ability of retention also, the material he learns is retained in his memory for a long time.
4. Quick Recall – A man with a good memory has a quality that he recalls the learnt materials rapidly. He presents the retained content without any delay if needed.
5. Accurate Recognition – A man with a good memory recognizes the previously known things.
6. Forgetting Unnecessary Materials – A man with a good memory only retains necessary facts and forgets unnecessary facts.

## Types of memory

Psychologists have tried to classify memory into certain types according to its nature and the purpose it serves. They are –

### Sensory, short-term and Long-term memory

Let us now discuss these types of memory in detail.

#### Sensory or immediate memory–

Sensory or immediate memory is the memory that helps an individual to recall something immediately after it is perceived. In this type of memory, the retention time is extremely brief – generally from a fraction of a second to several seconds. Old sensory impressions disappear as they are erased by new information. For instance, When we enter an auditorium, we see the seat number on the ticket. Having occupied the seat, we forget the seat number. Sensory memory is needed when we want to remember a thing for a short time

#### Short-term memory

Short- term memory is also known as working memory. It holds only a few items and lasts only for about 20 seconds. However, items can be moved from short-term memory via process like rehearsal e.g, when someone gives you a phone number verbally, and you say it to yourself repeatedly until you can write it down. If someone interrupts your rehearsal by asking a question, you can easily forget the number, since it is only being held in your short-term memory.

#### Long-term memory

Long-term memories are all the memories we hold for periods of time longer than a few seconds. Long-term memory encompasses everything from what we learned in first grade to our old address, to what we wore to work yesterday. Long-term memory has an incredibly vast storage capacity, and some memories can last from the time they are created until we die.

### Measurement of memory

Generally, three methods have been described by psychologists to measure memory

- a. **Recall-** We use the methods of recall to measure the memory of our students in the examination. It requires a person to reproduce correctly what he has previously learned. Recall is very simple to measure. You show some list of words to the students and after exposure of specified time, ask them to recall as many items as possible. The percentage of the recall store is correct.
- b. **Recognition-** Recognition is discrimination between seen or unseen. It is what we do when we take a multiple choice test, when we recognize the correct choice out of a number of choices. In a typical recognition experiment, the subject's ability to recognize items he has just studied is tested by showing him the study items together with new (Distractors) items and asking the subject to identify the study items. Rogers Shepherd conducted a series of experiments on recognition. In one experiment 540 words on cards were presented to the subject who went through deck of cards at his own speed. Next he was tested with sixty pairs of words. One word in each test pair had appear in the deck of cards just examined, while the other words in each pair was distractor. The subject's task was to pick out the cards word in each instance. On the average, the subject recognized 90 percent words.
- c. **Relearning-** The third technique of measuring retention is relearning. Instead of asking the subject to recall or recognize materials that have appeared in his past experiences, we may ask him to relearn the material at some later stage. The difference between the number of trials or opportunities required to learn the material initially and the number of trials,

required to relearn is then considered to be an index of retention index is often referred to as a savings score.

### **Improvement of Memory by Practice**

In order to improve the memory of the students, the teacher should take the following steps-

1. The teacher should try to use the improved methods of teaching and help the students properly and nicely.
2. The questions that the teacher puts to the students should be clear.
3. The teacher should encourage the students to pay proper attentions, before they learn a particular lesson. If proper attention is paid then it is possible to understand it more thoroughly. The more of inclination is there, the less livelihood is there of forgetting it.
4. The teacher should not employ the power of memory of the student in remembering unnecessary things.
5. Rote memory should be discarded as far as possible. The students should be encouraged to understand the subject properly and then remember it.
6. Sometimes it is possible for the students to remember a thing by reading it several times, as and when required, the teacher should encourage the students to follow this method.
7. The teacher should try to co-relate the subjects taught with the life of the students.
8. The students should be taught according to their interest and the standard of the intelligence. Side by side only that method of memorizing should be used which is useful for the students.
9. The teacher should, as far as possible, use the Association of Ideas. Due to this method, it is possible to establish the relationship of the new knowledge with the old one, and the students can remember it in a better manner.
10. The students should be encouraged to have the will to learn a thing. In order to learn a thing, it is necessary to have the will to learn it.
11. In the early classes, Recitation Method should be used. Due to this method, it is possible for the students to remember a thing thoroughly and retain it for a longer period of time.

### **REFERENCES**

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