

Nursing Education Section

The Principles of Teaching

Report of a lecture, given by Mr. Baldev Bhatia, Head of the Department of Psychology, College of Nursing, and Director of Child Guidance Clinic (College of Nursing), where doctors, nurses and social work students get experience with healthy children. The lecture was given at the College of Nursing on November 13, 1957, with Miss Buchanan in the Chair. It is the lecture introducing the second unit in the series on the Principles and Practice of Teaching.

In her opening remarks, the Chairman spoke of the Introductory Lecture by Dr. E.A. Pires on the necessity for planning in any educational programme, and of how the second study unit followed most suitably with a discussion of the important educational principles involved in teaching. She spoke of the many years of Mr. Bhatia's association with teacher training and of how his old students speak with great reverence and affection when they say, "I was an old student of Mr. Bhatia's". With so much experience in teacher training and so much association with nursing students and nursing teachers, no one could be better qualified to help us. Many of us are his old students and now all of us will be privileged to say "We are his students". The speaker, Mr. Baldev Bhatia was then welcomed to the floor.

General Principles in Teaching

Madam Chairman and Ladies, I am glad to be with you today, and to speak, briefly, of the importance of studying general principles in teaching.

If we ask ourselves, "What is teaching? What is education?", we have to consider four focal points: the educator, the learner, the subject matter and also the context in which we teach i.e., the society in which we live. Teaching provides the means of getting harmony between these four focal points in education. But what, briefly, are the requirements for getting this harmony?

First we need to plan the right type of curriculum. We need the right type of educator, with a desirable personality and all the other requirements. We need methodology and the study of techniques to help us guide the learner. And above all we need principles to guide us—the Principles of:

1. Motivation.
2. Activity.
3. Link with life.
4. Clarity.
5. Patience & sympathy.
6. Teacher's Responsibility.
7. Co-operation & suggestion.
8. Democratic teaching.
9. Diagnostic and remedial teaching.
10. Intellectual liberty.

The Principle of Interest and Motivation as the Growing Point in all Learning

As teachers, we have certain principles to guide our practice. First of all of these, is the necessity for interest and motivation if any learning at all is to take place. Interest follows motivation. But how can we motivate? What are the natural needs or urges and what are the acquired needs? These urges change from age to age and from sex to sex. In schools and colleges of nursing our students are girls in the later adolescent period or young adult women. For all teachers of nurses, then, it is essential to study the needs and urges of the girl in later adolescence and of the young woman.

Needs of Post-Adolescent and Young Women Students

First, the adolescent girl desires to express herself, to write, to speak, to show or demonstrate her abilities. She desires independence and to be able to manage things herself. She also has a desire for certain ideals and values. It is an idealistic period and a period when values are high. It is for the teacher to study and make use of these urges towards self-expression, self-management and idealism.

Again, post-adolescent young women are good at reasoning. The maximum development of the intelligence has been reached by this age. The teacher must remember that she cannot drive points home, without a properly reasoned argument. The adolescent appreciates the well-prepared teacher who is master of her subject matter, or knows her work. There is a liking and appreciation for logical presentation. There are times when adolescents find logical sequences more satisfying than the psychological, unless there is a good and evident reason for the change. At the same time they are good in imaginative work. They are full of bright and extremely useful ideas and ways of accomplishing, what they feel

to be, important ends.

We must remember that the moods of the adolescent and post-adolescent are changeable. She tends to be moody and is liable to function in mood. She very much dislikes sarcasm and is easily hurt. She longs for appreciation and consideration as an individual. We need to be tactful, thoughtful and understanding at all times, of these variable moods: the mood for dependence followed by the mood for independent, the mood for retiring followed by the mood for advancing.

There is the desire to be grown-up, especially in the later adolescent period. When the young adult has emerged, at the age of 18 or 19 years, the desire to be treated as a grown-up, independent individual, becomes intense and over-mastering.

There is an increased desire for utilitarian learning. There should be a clear significance or purpose or aim before the student at all times. In a professional course, such as nursing, this urge can be used to help young women discover their latent ability and find an entirely new and exciting incentive to canalize all her energies towards a worthwhile goal.

(Contd. on page 46)

Nursing Superintendents and Sister Tutors of the Punjab

Standing L to R : (3rd) Miss A. Allen, Miss M. Head, Miss E. Clark, Miss R. Onyon, Kumari Lakshmi Devi, Miss D. Failbus, Miss K.V. Lall, Miss E. Phillips, Mr. H.B. Joshi.

Seated L to R : Miss L. Clark, Miss P. Telu Ram, Mrs. E. Bates, Miss L. Bischoff, Mrs. G. Grey, and Miss M. Mouat.

