

Disciplinary Strategies in Physical Education

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Abstract

A strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking. *Strategy* is important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. *Discipline* is the assertion of willpower over more base desires, and is usually understood to be synonymous with self control. Self-discipline is to some extent a substitute for motivation, when one uses reason to determine the best course of action that opposes one's desires. In this paper the *researcher* mention the causes by which in disciplinary strategies are created in the class and also some disciplinary strategies which are to be used in the following tasks for the effective teaching.

KEYWORDS: Strategies, Discipline, Physical Education.

Introduction:

The word *Discipline* derived from the Greek word it's meaning is not punishment but the development of self control and team work. Discipline is actually related to class management. In others words it can be described as how to maintain a discipline in the class, what should be done by teachers to maintain the discipline comes under disciplinary strategy.

If strategy has meaning at all, it is only in relation to some aim or ends in view or long term action plan for achieving a goal. Strategy plan or methods created for the purpose of achieving a goal.

In its natural sense, discipline is systematic instruction intended to train a person, sometimes literally called a disciple, in a craft, trade or other activity, or to follow a particular code of conduct or "order". Often, the phrase "to discipline" carries a negative connotation. This is the case because enforcement of order is often regulated through the threat of punishment to ensure given instructions are carried out.

Discipline is the assertion of willpower over more base desires, and is usually understood to be synonymous with self control. Self-discipline is to some extent a substitute for motivation, when one uses reason to determine the best course of action that opposes one's desires. Virtuous behavior can be described as when one's motivations are aligned with one's reasoned aims: to do what one knows is best and to do it gladly. Continent behavior, on the other hand, is when one does what one knows is best, but must do it by opposing one's motivations. Moving from continent to virtuous behavior requires training and some self-discipline.

Strategy (from Greek *stratēgia*, "art of troop leader; office of general, command, generalship" is a high level plan to achieve one or more goals under conditions of uncertainty. In the sense of the "art of the general", which included several subsets of skills including "tactics", siegecraft, logistics etc., the term came into use in the 6th century C.E. in East Roman terminology, and was translated into Western vernacular languages only in the 18th century. From then until the 20th century, the word "strategy" came to denote "a comprehensive way to try to pursue political ends, including the threat or actual use of force, in a dialectic of wills" in a military conflict, in which both adversaries interact.

Strategy is important because the resources available to achieve these goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means (resources). The senior leadership of an organization is generally tasked with determining strategy. Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes. It involves activities such as strategic planning and strategic thinking.

Henry Mintzberg from McGill University defined strategy as "a pattern in a stream of decisions" to contrast with a view of strategy as planning, while Max McKeown (2011) argues that "strategy is about shaping the future" and is the human attempt to get to "desirable ends with available means". Dr. Vladimir Kvint defines strategy as "a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully.

Before we taking consideration on disciplinary strategy in Physical education, we must know what are the causes by which Indisciplinary strategies are created in the class:

1. *Not paying attention during the teacher instruction:*

It is the negative point of the students which are not paying attention to the teacher instruction in the class. This is one of the main cause of indiscipline.

2. *Disturbing others / interfering with others performance of skill:*

This is responsible for diverting the attention of the units (Students) of a particular event (*Class*).

3. *Refusing to take part in the lesson:*

The actual part of the activity is not done by a subject who causes disturbance in the whole class. This also leads to decrease in the performance of the students whether it is practical part or theoretical part of any subject.

4. *Not carrying out policy procedure:*

This is also the main cause which leads to the indisciplinary strategy.
e.g.:- Teachers policy are decided by the teachers and sometimes the students are not followed this policy which give rise to indisciplinary behaviour in the student.

5. *Wishing to be a centre of attention:*

Sometimes a single subject of a particular class disturbs the whole process of the class, *e.g.:- coughing/ sneezing produced by the students in the class. By doing so all students divert their attention towards a particular subject.*

6. Antipathy:

Sometime the students are of the view that the topic which is being delivered by teacher is not related to the subject. This also gives rise to indisciplinary behaviour in the students.

7. Content of the curriculum is not interested.

8. Low voice of teachers.

9. No standard moral of teaching.

10. Rough language of teacher.

There are some disciplinary strategies which are to be used in the following tasks for the effective teaching:

1. Class management:

It includes accommodation, comfort for the students, Proper ventilation of the class room, doors are present in the room according to role (students).

2. Class formation:

It includes formation of the class while the lesson is being demonstrated by the teacher; proper class formation will lead to less or no indisciplinary behaviour of the students in the class. It includes the line formation, semi spoke, spoke, semi circle etc.

3. Programme planning :

It includes how to read, what content should be read, what material should be used. This can be properly planned before doing any task.

4. Teaching content:

It should be:

- (a) Relevant to the subject.
- (b) Easy to complex.
- (c) Gives clear picture.
- (d) Not long content.
- (e) Not too short content.

5. Instructional programme:

- (a) Instruction should be clear.
- (b) Instruction should be understood.

6. Strategies for problematic students:

Those students which are creating indiscipline are not being given heavy punishment.

If this to be done this will lead to maintain calm nature in the class.

7. Strategies used to maintain class discipline:

These include all those strategies which are responsible for maintaining the discipline in the class. These strategies should be according to the situation.

e.g.:- Those students which are back benchers should come forward. Also the teacher should ask questions repeatedly to the students for maintaining discipline in the class.

Conclusion:

From the above points it is evident that the disciplinary strategies should be followed by a teacher during demonstration. So that the result should be effective and efficient.

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