NATIONAL TESTING AGENCY(NTA)

UGC

NET/SET/JRF

PHYSICAL EDUCATION

12 YEARS (2015 - JAN 2026)

TOPIC WISE SORTED PREVIOUS YEAR QUESTIONS WITH DETAILED EXPLANATIONS

7TH EDITION

IfAS | IFAS Publications

Copyright 2026, IFAS Publications.

All rights reserved. No part of this publication or the information contained herein may be reproduced, adapted, abridged, translated, stored in a retrieval system, computer system, photographic or other systems or transmitted in any form or by any means, electronic, mechanical, optical, digital, by photocopying, recording or otherwise, without written prior permission from the publisher. Any breach will attract legal action and prosecution without further notice.

Disclaimer: While every effort has been made to avoid errors and omissions, this publication is being sold and marketed on the understanding and presumption that neither the editors (or authors) nor the publishers nor the printers would be liable in any manner whatsoever, to any person either for an error or for an omission in this publication, or for any action to be taken on the basis of this work. Any inadvertent discrepancy noted may be brought to the attention of the publisher, for rectifying it in future editions, if published.

This book contains information obtained from authentic and highly regarded sources. Reasonable efforts have been made to publish reliable data and information, but the editors and publisher cannot assume responsibility for the validity of all materials or the consequences of their use. The editors and publisher have attempted to trace and acknowledge the copyright holders of all material reproduced in this publication and apologize to copyright holders if permission and acknowledgement to publish in this form have not been obtained. If any copyright material has not been acknowledged please write and let us know so that we may rectify it.

Trademark Notice: Publications or corporate names may be trademarks, and are used only for identification and explanation in bonafide intent without intent to infringe.

Designed and Published by:
IFAS Publications

Address:
Shivranjan Complex,
Someshwar Wadi, Near
Rajwada Hotel, Baner Road,
Pune 411 008.

Contact No.: +91-95 292 884 55

Website: https://ifasonline.com

Price: ₹ 895.00

ISBN: 978-93-47502-32-3

PREFACE

Welcome to this dedicated guide designed specifically for aspirants of the **UGC NET Physical Education examination**. This book is an essential resource, created to provide you with in-depth knowledge, effective strategies, and practical insights to successfully prepare for and excel in the **UGC NET/SET/JRF examination** in Physical Education.

The **UGC NET Physical Education syllabus** encompasses a vast range of topics, from the foundational concepts of **physical education, sports psychology**, and **exercise physiology**, to specialized areas such as **kinesiology**, **biomechanics**, **sports management**, and the promotion of **health and wellness**. This guide ensures that you are well-equipped to understand and master each topic while providing a holistic approach to the subject.

This Book Offers You:

Detailed Explanations for better clarity and understanding.

16 Previous Year Questions (2015 to JAN 2026) for focused practice.

Organized **Topic & Subtopic-wise Sorting** for efficient study.

This book is organized to guide you through the complexities of the syllabus and will support you in strengthening your understanding, enhancing your exam-readiness, and helping you to apply the concepts in practice.

Best of luck with your preparations! May this book help you unlock success and achieve your academic and professional aspirations.

IFAS Publications

ABOUT EXAM

The **National Testing Agency (NTA)** has been entrusted by the **University Grants Commission (UGC)** with the task of conducting UGC-NET, which is a Test to determine the eligibility of Indian nationals for **'Assistant Professor**' as well as **'Junior Research Fellowship and Assistant Professor'** in Indian Universities and Colleges. The UGC-NET is being conducted by the National Testing Agency (NTA) in **Computer Based Test (CBT)** mode w.e.f. December 2018 onwards.

Awarding of Junior Research Fellowship (JRF) and/ or Eligibility for Assistant Professorship depends on the aggregate performance of the candidate in **Paper-I and Paper-II** of UGC-NET. The candidates qualifying only for Assistant Professorship are not eligible to be considered for the award of JRF. Candidates who qualify the eligibility test for Assistant Professorship are governed by the rules and regulations of the concerned Universities/Colleges/State Governments, as the case may be for recruitment of Assistant Professor.

UGC-NET is conducted **twice every year (June & December)**. In order to regularize the UGC-NET examination cycle, the National Testing Agency (NTA), with the concurrence of UGC is conducting UGC NET in 83 subjects, at selected cities across the country.

UGC NET Exam Pattern

UGC NET Exam Pattern			
Paper 1	General Aptitude	50	100
Paper 2	Subject Specific	100	200

Eligibility Requirements

Candidates must hold a Master's degree with at least 55% marks (50% for OBC, SC, ST, PwD and Transgender) from a recognized university.

UGC NET Age Limit

Post	UGC NET Age Limit
Assistant Professor	No Upper Age Limit
JRF	30 Years (5 year Age relaxation :SC/ST/OBC (NCL) /PwD & Female Candidates)
PhD. Admissions	No Upper Age Limit

CUT OFF

Year	Category	UNRESERVED	OBC (NCL)	EWS	SC	ST	PWD
2025 DEC	JRF & Assistant Professor	208	198	190	180	182	144
	Assistant Professor	176	156	160	146	146	144
2025 JUNE	JRF & Assistant Professor	206	194	194	180	186	132
	Assistant Professor	178	160	160	150	150	132
2024 DEC	JRF & Assistant Professor	200	192	194	184	184	156
	Assistant Professor	178	160	164	152	148	146
2024 JUNE	JRF & Assistant Professor	190	180	174	166	174	108
	Assistant Professor	166	146	152	138	140	108
2023 DEC	JRF & Assistant Professor	184	166	176	152	158	148
	Assistant Professor	158	142	146	136	134	148
2023 JUNE	JRF & Assistant Professor	180	158	170	154	148	114
	Assistant Professor	156	140	144	132	130	114
2022 DEC	JRF & Assistant Professor	184	164	168	148	154	116
	Assistant Professor	158	140	146	130	130	116

Syllabus

Unit -I:

- Physical education and adapted physical education, their objectives Philosophies of education as applied to physical education
- Development of Physical education in Greece, Rome, Sweden, Russia England, Denmark, Germany, USA, Australia and China.
- Growth and development of physical education in India: Recreation- its principles, characteristics and importance. Modern trends in recreation. Indoor and outdoor recreational programmes.
- Recreational programmes for various categories of people.
- Wellness- its importance, benefits and challenges. Development and maintenance of wellness.
- Teaching Aptitude – nature, objectives, characteristics of teaching, learner characteristics and teaching methods.
- Social aspects of sports- sports as a socializing agency, social values , sports leadership, sports as cultural heritage and social aspects of competition.
- Ancient & Modern Olympics games, Asian and Commonwealth games.
- Structure and functions of international and national bodies controlling various games and sports,. Prominent honours and awards in games and sports.

Unit -II:

- Exercise physiology its scope and importance in the field of physical education and sports.
- Cardio respiratory adaptations to long and short term physical activities.
- Muscle- its types , characteristics and functions. Microscopic structure of muscle fibre. Sliding filament theory of muscular contraction. Types of muscle fibres and sports performance. Muscular adaptations to exercise.
- Neuro-muscular junction and transmission of nerve impulse, kinesthetic Sense organs and neural control of motor skills.
- Bio-chemical aspects of exercise - Metabolism of food products. Aerobic and anaerobic systems during rest and exercise. Direct and indirect methods of measuring energy cost of exercise.
- Recovery process - Physiological aspects of fatigue. Restoration of energy stores. Recovery oxygen. Nutritional aspects of performance.
- Environmental influence on human physiology under exercise.
- Women in sports- trainability. Physiological gender differences and special problems of women athletes.
- Aging - Physiological consequences, life style management and healthful aging.
- Physiological responses of various therapeutic modalities and rehabilitation.
- Physiological aspects of various Ergogenic aids. Massage manipulations and their physiological responses.

Unit- III:

- Kinesiology and biomechanics. Modern trends in biomechanics. Planes and Axes of human body. Joints and their movements.
- Muscle attachments - Origin, insertion, action and leverage of the principal muscles used in sports.
- Motion: its laws and their application in sports. Projectile and principles of Projections
- Linear and angular kinematics and kinetics.
- Friction, Spin, impact and elasticity.
- Air and water dynamics.

- Mechanical advantage and applications of Levers in sports.
- Posture and its deformities with their corrective exercises.
- Kinesiological, Muscular and mechanical analyses of fundamental movements: Mechanical analyses of major sports skills

Unit – IV:

- Sports psychology- its importance in the field of physical education and sports.
- Motivation in sports- types, theories and dynamics.
- Psychological factors affecting sports performance- Emotions, Anxiety aggression, stress ,self confidence, concentration , mental practice and goal setting.
- Personality- Theories of personality, measurement of personality.
- Group dynamics, Group cohesion and leadership in sports.
- Cognitive process- memory and thinking. Principles of Motor skill learning.
- Transfer of training and its types with its implication in sports.
- Long and short term psychological preparation for performance/ competition.
- Psychological skill training for activation and relaxation
- Spectators and sports performance.

Unit -V:

- Development of teacher education for physical education in India. Comparative study of professional preparation in physical education of India with those of USA, Russia, Germany, Australia and UK.
- Professional and other courses of physical education in India. Role of Government agencies monitoring professional courses in physical education.
- Qualities, qualifications and responsibilities of physical education personnel at primary, secondary and higher education levels. Scope of physical education personnel in the promotion of health, fitness and wellness.
- Recent Government policies for promoting physical education and sports in India.
- Hierarchy of organizational set-up in physical education at schools, colleges and university level.
- Role of public & private sectors in the promotion of physical education and sports in the country.
- Curriculum development- Concepts and principles of curriculum planning. Subject matter for different levels of education - primary, secondary and higher education.
- Curriculum design and content- importance, selection and classification of subject matter with reference to age, sex and differently abled pupils. Integrated programme for boys and girls.
- Teaching aids - Time-table, Concepts, credit system for various subject coursestheory and practical, Impact of technology in physical education and sports,
- Curriculum evaluation: Concepts and purpose; procedure and appraisal.

Unit -VI:

- Health- its objectives and spectrum. Health education, its importance and principles . Role of genetics and environment in achieving health. Health-related physical fitness.
- Community health programme- Health appraisal & health instructions. International and national health promoting government & private agencies.
- School Health programme and personal hygiene.
- Communicable diseases: causes, symptoms, prevention through other means and Immunization.
- Psychosomatic disorders/ sedentary life style diseases : causes, symptoms and prevention.

- Obesity related health problems. Body weight control and its significance on health. Role of exercise, dieting and combination of exercise & dieting on weight control.
- First-aid- objectives and principles. First-aid for Shock, poisoning, burns, drowning, bleeding, electric shock and common sports injuries.
- Pollution- Air, water, sound and radiation. Effects of pollution on health, Preventive and safety measures from pollution.
- Nutrition- Balanced diet and its components. Nutritional Deficiencies. Understanding of malnutrition and nutritional supplements.
- Effects of smoking, alcohol, & drugs on health; prevention and rehabilitation.

Unit -VII:

- Sports training- its characteristics and principles. Training load, its features, principles and adaptation process. Means and methods of executing training load. Overload, its Causes, symptoms and remedial measures.
- Strength- its characteristics, types of strength, factors determining strength and strength development.
- Endurance- its characteristics, types of endurance, factors determining endurance and endurance development.
- Speed- its characteristics, types of Speed, factors determining Speed and speed development.
- Flexibility-its characteristics, types of flexibility, factors determining flexibility and flexibility development.
- Coordinative abilities- its characteristics, types of coordinative abilities, factors determining coordinative abilities and development of coordinative abilities.
- Technique and skill- its characteristics and importance. Different stages of technique development and technique training. Tactics and strategy.
- Planning- its importance and principles. Types of planning.
- Periodization- its importance, objectives and types of periodization. Concept of different periods - Preparatory, competition and transitional. Types of Competition:
- Talent identification- process and procedure.

Unit -VIII:

- Research in physical education- its importance and classification. Ethical issues in research.
- Methods of research- Descriptive, historical and experimental. Experimental research designs.
- Identification and formulation of research problem. Types of research hypotheses and their formulation. Hypotheses testing.
- Tools of research- Questionnaires, opinionnaires, interviews and observation.
- Sources and steps of literature search- library, research data bases, internet- search engines, online journals. Note taking and critical reading.
- Sampling Techniques- Probability and non probability.'
- Data, its types and collecting measures.
- Normal probability curve and grading scales.
- Statistical processes, their importance and uses in research. Application of parametric and non parametric statistical techniques in research.
- Computer applications- statistical packages for data analyses- SPSS, e-mail, search engines and Microsoft office.
- Preparation of research proposal, report, abstract, paper for publication and paper for presentation.

Unit - IX:

- Test, measurement and evaluation -their types and importance in physical education and sports. Principles and processes of evaluation in physical education.
- Criteria of selecting an appropriate test and administration of testing programme.
- Types of tests and construction of standard knowledge and skill tests.
- Tests for fitness- Physical fitness, motor fitness, motor ability and motor educability. Health related fitness tests.
- Test for fitness components- strength, endurance, speed, flexibility and coordinative abilities.
- Sports skill tests- Badminton, Basketball, Football, Hockey, Tennis, and Volleyball.
- Anthropometric Measurements- land marks and measurement of various body segments ,height, sitting-height, weight, diameters, circumferences, skinfolds, body mass index, ponderal index.
- Somatotype and Posture evaluating techniques.
- Testing of physiological phenomenons- Blood pressure, breathing frequency vital capacity, heart rate, pulse rate, body temperature and body composition.
- Tests for psychological variables- Anxiety, aggression, team cohesion, achievement motivation, mental-toughness, and self-efficacy.

Unit - X:

- Management- its principles and theories. Scope of management in physical education and sports. Guiding principles for organizing physical education & sports programmes in institutions.
- Personnel management- objectives and principles. Self-appraisal, communication skills and time management. Essential skills of administration.
- Financial management- objectives, purposes, principles and scope. Planning and preparation of budget. Mechanics of purchase and auditing.
- Supervision - objectives, principles and importance of supervision. Techniques of supervision. Duties and responsibilities of a supervisor.
- Facility management- planning, procuring and maintenance of facilities- indoor and outdoor facilities. Planning and management of sports infrastructure. Management of records.
- Role of sports manager- interpersonal, informational and decision making. Managerial skills – technical, human and conceptual. Qualities and qualification of sports manager.
- Event management- its principles, planning, check list, rehearsal, itinerary, execution, reporting and follow-up procedures of an event.
- Public relation- principles of public relations in physical education and sports. Mass Media- communication and publicity, qualifications of Public relation officer.

INDEX

UGC NET – PHYSICAL EDUCATION

Unit - 1

1.1 Physical education and adapted physical education, their objectives Philosophies of education as applied to physical education ***1***

1.2 Development of Physical education in Greece, Rome, Sweden, Russia England, Denmark, Germany, USA, Australia and China..... ***11***

1.3 Growth and development of physical education in India..... ***15***

1.4 Recreation- its principles, characteristics and importance. Modern trends in recreation. Indoor and outdoor recreational programmes. Recreational programmes for various categories of people..... ***20***

1.5 Wellness- its importance, benefits and challenges. Development and maintenance of wellness..... ***23***

1.6 Teaching Aptitude - nature, objectives, characteristics of teaching, learner characteristics and teaching methods ***23***

1.7 Social aspects of sports- sports as a socializing agency, social values, sports leadership, sports as cultural heritage and social aspects of competition..... ***29***

1.8 Ancient & Modern Olympics games, Asian and Commonwealth games ***31***

1.9 Structure and functions of international and national bodies controlling various games and sports, Prominent honours and awards in games and sports ***37***

Unit - 2

2.1 Exercise physiology its scope and importance in the field of physical education and sports..... ***42***

2.2 Cardio respiratory adaptations to long and short term physical activities ***46***

2.3 Muscle- its types, characteristics and functions. Microscopic structure of muscle fibre. Sliding filament theory of muscular contraction. Types of muscle fibres and sports performance. Muscular adaptations to exercise..... ***54***

2.4 Neuro-muscular junction and transmission of nerve impulse, kinesthetic Sense organs and neural control of motor skills ***62***

2.5 Bio-chemical aspects of exercise - Metabolism of food products. Aerobic and anaerobic systems during rest and exercise. Direct and indirect methods of measuring energy cost of exercise ***68***

2.6 Recovery process - Physiological aspects of fatigue. Restoration of energy stores. Recovery oxygen. Nutritional aspects of performance ***76***

2.7 Environmental influence on human physiology under exercise ***79***

2.8 Women in sports- trainability. Physiological gender differences and special problems of women athletes..... ***83***

2.9 Aging - Physiological consequences, life style management and healthful aging***.....*** ***84***

2.10 Physiological responses of various therapeutic modalities and rehabilitation... ***86***

2.11 Physiological aspects of various Ergogenic aids. Massage manipulations and their physiological responses. ***90***

Unit - 3

3.1 Kinesiology and biomechanics. Modern trends in biomechanics. Planes and Axes of human body. Joints and their movements.. ***95***

3.2 Muscle attachments - Origin, insertion, action and leverage of the principal muscles used in sports..... ***107***

3.3 Motion: its laws and their application in sports. Projectile and principles of projections **113**
3.4 Linear and angular kinematics and kinetics., ... **117**
3.5 Friction, Spin, impact and elasticity **119**
3.6 Air and water dynamics..... **120**
3.7 Mechanical advantage and applications of Levers in sports **122**
3.8 Posture and its deformities with their corrective exercises.,..... **124**
3.9 Kinesiological, Muscular and mechanical analyses of fundamental movements, Mechanical analyses of major sports skills . **126**

Unit - 4

4.1 Sports psychology- its importance in the field of physical education and sports **134**
4.2 Motivation in sports- types, theories and dynamics **140**
4.3 Psychological factors affecting sports performance- Emotions, Anxiety aggression, stress, self confidence, concentration, mental practice and goal setting..... **149**
4.4 Personality- Theories of personality, measurement of personality..... **161**
4.5 Group dynamics, Group cohesion and leadership in sports..... **167**
4.6 Cognitive process- memory and thinking. Principles of Motor skill learning..... **172**
4.7 Transfer of training and its types with its implication in sports..... **177**
4.8 Long and short term psychological preparation for performance, competition **177**
4.9 Psychological skill training for activation and relaxation **178**
4.10 Spectators and sports performance..... **183**

Unit - 5

5.1 Development of teacher education for physical education in India. Comparative study of professional preparation in physical education of India with those of USA, Russia, Germany, Australia and UK..... **186**
5.2 Professional and other courses of physical education in India. Role of Government agencies monitoring professional courses in physical education. **190**
5.3 Qualities, qualifications and responsibilities of physical education personnel at primary, secondary and higher education levels. Scope of physical education personnel in the promotion of health, fitness and wellness **192**
5.4 Recent Government policies for promoting physical education and sports in India. **194**
5.5 Hierarchy of organizational set-up in physical education at schools, colleges and university level..... **197**
5.6 Role of public & private sectors in the promotion of physical education and sports in the country **197**
5.7 Curriculum development- Concepts and principles of curriculum planning. Subject matter for different levels of education - primary, secondary and higher education... **198**
5.8 Curriculum design and content- importance, selection and classification of subject matter with reference to age, sex and differently abled pupils. Integrated programme for boys and girls **205**
5.9 Teaching aids - Time-table, Concepts, credit system for various subject coursestheory and practical, Impact of technology in physical education and sports **209**
5.10 Curriculum evaluation, Concepts and purpose, procedure and appraisal **211**

Unit - 6

6.1 Health- its objectives and spectrum. Health education, its importance and principles. Role of genetics and environment in achieving health. Health-related physical fitness **214**
6.2 Community health programme- Health appraisal & health instructions.

International and national health promoting government & private agencies 219
6.3 School Health programme and personal hygiene 222
6.4 Communicable diseases, causes, symptoms, prevention through other means and Immunization..... 224
6.5 Psychosomatic disorders, sedentary life style diseases, causes, symptoms and prevention 230
6.6 Obesity related health problems. Body weight control and its significance on health. Role of exercise, dieting and combination of exercise & dieting on weight control 233
6.7 First-aid- objectives and principles. First-aid for Shock, poisoning, burns, drowning, bleeding, electric shock and common sports injuries 236
6.8 Pollution- Air, water, sound and radiation. Effects of pollution on health, Preventive and safety measures from pollution. 239
6.9 Nutrition- Balanced diet and its components. Nutritional Deficiencies. Understanding of malnutrition and nutritional supplements..... 241
6.10 Effects of smoking, alcohol, & drugs on health, prevention and rehabilitation..... 250

Unit - 7

7.1 Sports training- its characteristics and principles. Training load, its features, principles and adaptation process. Means and methods of executing training load. Overload, its Causes, symptoms and remedial measures..... 254
7.2 Strength- its characteristics, types of strength, factors determining strength and strength development..... 266
7.3 Endurance- its characteristics, types of endurance, factors determining endurance and endurance development 269
7.4 Speed- its characteristics, types of Speed, factors determining Speed and speed development 269
7.5 Flexibility-its characteristics, types of flexibility, factors determining flexibility and flexibility development 270
7.6 Coordinative abilities- its characteristics, types of coordinative abilities, factors determining coordinative abilities and development of coordinative abilities..... 271
7.7 Technique and skill- its characteristics and importance. Different stages of technique development and technique training. Tactics and strategy 272
7.8 Planning- its importance and principles. Types of planning..... 277
7.9 Periodization- its importance, objectives and types of periodization. Concept of different periods - Preparatory, competition and transitional. Types of Competition 278
7.10 Talent identification- process and procedure 282

Unit - 8

8.1 Research in physical education- Ethical issues in research..... 284
8.2 Methods of research- Descriptive, historical and experimental. Experimental research designs 288
8.3 Identification and formulation of teseareff probfehr? Types of research hypotheses and their formulation. Hypotheses testing . 299
8.4 Tools of research- 303
8.5 Sources and steps of literature search-library, research data bases, internet-search engines, online journals. Note taking and critical reading 306
8.6 Sampling Techniques- Probability and non probability..... 307
8.7 Data, its types and collecting measures 309
8.8 Normal probability curve and grading scales 314
8.9 Statistical processes, their importance and uses in research. Application of parametric and non parametric statistical techniques in research 316

8.10 Computer applications. **332**
8.11 Preparation of research proposal, report, abstract, paper for publication and paper for presentation **333**

Unit - 9

9.1 Test, measurement and evaluation -their types and importance in physical education and sports. Principles and processes of evaluation in physical education. **336**
9.2 Criteria of selecting an appropriate test and administration of testing programme **346**
9.3 Types of tests and construction of standard knowledge and skill tests **349**
9.4 Tests for fitness **353**
9.5 Test for fitness components- strength, endurance, speed, flexibility and coordinative abilities **358**
9.6 Sports skill tests- Badminton, Basketball, Football, Hockey, Tennis, and Volleyball..... **359**
9.7 Anthropometric Measurements **364**
9.8 Somatotype and Posture evaluating techniques **366**
9.9 Testing of physiological phenomenons- Blood pressure, breathing frequency vital capacity, heart rate, pulse rate, body temperature and body composition **367**
9.10 Tests for psychological variables- Anxiety, aggression, team cohesion, achievement motivation, mental-toughness, and self-efficacy **368**

Unit - 10

10.1 Management- its principles and theories. Scope of management in physical education and sports. Guiding principles for organizing physical education & sports programmes in institutions **372**
10.2 Personnel management- objectives and principles. Self-appraisal, communication skills and time management. Essential skills of administration **381**
10.3 Financial management- objectives, purposes, principles and scope. Planning and preparation of budget. Mechanics of purchase and auditing **383**
10.4 Supervision - objectives, principles and importance of supervision. Techniques of supervision. Duties and responsibilities of a supervisor **385**
10.5 Facility management- planning, procuring and maintenance of facilities- indoor and outdoor facilities. Planning and management of sports infrastructure. Management of records **387**
10.6 Role of sports manager- interpersonal, informational and decision making. Managerial skills - technical, human and conceptual. Qualities and qualification of sports manager **389**
10.7 Event management. **391**
10.8 Public relation- principles of public relations in physical education and sports. Mass Media- communication and publicity, qualifications of Public relation officer..... **395**

NUMBER OF QUESTIONS ASKED IN UGC NET - PHYSICAL EDUCATION (DEC 2015 to JAN 2026)

UNIT-1		2015	2016	2017		2018	2019		2020	2021	2022	2023		2024	2025		2026
		DEC	JUL	JAN	NOV	JUL	JUN	DEC	SEP	NOV	JUN	MAR	DEC	SEP	JAN	JUN	JAN
1.1	Physical education and adapted physical education, their objectives Philosophies of education as applied to physical education	6	3	1	5	3	2	1	3	2	4	6	2	1	4	1	2
1.2	Development of Physical education in Greece, Rome, Sweden, Russia England, Denmark, Germany, USA, Australia and China	-	3	1	2	-	2	3	1	1	3	-	2	-	2	1	-
1.3	Growth and development of physical education in India	1	2	-	1	1	1	4	1	1	4	-	2	-	-	1	-
1.4	Recreation- its principles, characteristics and importance. Modern trends in recreation. Indoor and outdoor recreational programmes. Recreational programmes for various categories of people	-	3	1	-	1	-	-	-	-	-	-	-	1	-	2	1
1.5	Wellness- its importance, benefits and challenges. Development and maintenance of wellness	-	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-
1.6	Teaching Aptitude - nature, objectives, characteristics of teaching, learner characteristics and teaching methods	1	1	4	1	4	2	2	1	-	-	1	1	-	-	5	4
1.7	Social aspects of sports- sports as a socializing agency, social values, sports leadership, sports as cultural heritage and social aspects of competition	-	2	3	3	-	1	-	-	-	-	-	-	1	-	1	1
1.8	Ancient & Modern Olympics games, Asian and Commonwealth games	2	-	3	2	3	2	-	2	3	4	-	2	5	4	2	1
1.9	Structure and functions of international and national bodies controlling various games and sports, Prominent honours and awards in games and sports	-	-	-	-	2	-	-	-	-	1	1	-	1	2	1	4

CHAPTER 1

Unit 1.1: Physical Education and Adapted Physical Education, their Objectives Philosophies of Education as Applied to Physical Education

Previous Year Exam Questions

[DEC 2015]

1. Match the terms of List -I with that of List-II and select the correct option using the codes given below:

List-I	List-II
(a) Universal has independent existence	(i) Aristotelianism
(b) Universal exists only in particulars	(ii) Norminalism
(c) Universals exist in mind	(iii) Conceptualism
(d) Universals have neither independent existence nor reside in mind	(iv) Realism

Codes:

	(a)	(b)	(c)	(d)
(1)	(i)	(iii)	(iv)	(ii)
(2)	(iv)	(i)	(iii)	(ii)
(3)	(iv)	(ii)	(iii)	(i)
(4)	(ii)	(iii)	(iv)	(i)

[DEC 2015]

2. The five interlinked rings of five different colours of the Olympic Flag reflect:

(1) Unity of the world
(2) Brotherhood of man kind
(3) International relations
(4) Globalisation

[DEC 2015]

3. The curriculum provides the experiences for developing affective domain of value development for learner.

(a) Feelings and beliefs
(b) Self confidence and capacity
(c) Attitude and values
(d) Skills and objectivity

Codes:

(1) (a) and (b) (2) (c) and (d)
(3) (a) and (c) (4) (b) and (c)

[DEC 2015]

4. The law of readiness depends upon:

(a) Student Interest
(b) Student Ability
(c) Student Need
(d) Student Maturity

Find the correct combination:

(1) (a) and (b) (2) (a), (b) and (c)
(3) (a), (c) and (d) (4) (a), (b), (c) and (d)

[DEC 2015]

5. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):

Assertion (A): Physical Education is an Eclactive discipline.

Reason (R): Physical Education barrows principles from other allied fields.

In the context of the above two statements, which of the following statements is correct?

(1) Both (A) and (R) are true and (R) is the correct explanation of (A)
(2) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(3) (A) is true and (R) is false
(4) (A) is false and (R) is true

[DEC 2015]

6. Match the terms of List-I with that of List-II and select the correct option using the codes given below:

List – I	List-II
(a) Critical Philosophy	(i) Russell
(b) Rationalism	(ii) Locke
(c) Empiricism	(iii) Spinoza
(d) Analytic Philosophy	(iv) Kant

Codes:

	(a)	(b)	(c)	(d)
(1)	(iv)	(iii)	(ii)	(i)
(2)	(iii)	(iv)	(i)	(ii)
(3)	(iv)	(i)	(iii)	(ii)
(4)	(ii)	(i)	(iv)	(iii)

[JULY 2016]

7. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):

Assertion (A): Objectives are more specific than goals, they are short-term statements of specific outcomes that are build cumulatively to reach a goal.

Reason (R): Physical Education programs teach motor and sports skills and promote fitness and health of students.

In the context of the above two statements, which of the following statement is correct?

(1) Both (A) and (R) are true and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(3) (A) is true and (R) is false.
(4) (A) is false and (R) is true.

[JULY 2016]

8. A physically educated person

(1) Is good in competitive sport
(2) Demonstrates competency in many movement forms and proficiency in few movement forms.
(3) Has excellent physical fitness
(4) Posses superior physical skills, leadership qualities and ethical values.

[JULY 2016]

9. Match the terms of List-I with that of List-II select the correct option using the codes given below:

List – I	List-II
(a) Idealism	(i) Individual experience determine what is true.
(b) Realism	(ii) Individual learns the truth through experiences.
(c) Pragmatism	(iii) Science reveals the truth.
(d) Existentialism	(iv) Truth and values are absolute and universally shared.

Codes:

	(a)	(b)	(c)	(d)
(1)	(i)	(ii)	(iii)	(iv)
(2)	(iv)	(iii)	(i)	(ii)
(3)	(ii)	(i)	(iv)	(iii)
(4)	(iii)	(iv)	(i)	(ii)

[JAN-2017]

10. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):

Assertion (A): Humanism is the revolt against depersonalization and as the emergence of the belief that a human being is an individual.

Reason (R): Humanism allows for individual development of talents, total fulfilment, encourages total involvement and participation in all that is going around us.

In the context of the above statements, which one of the following is true?

Codes:

(1) Both (A) and (R) are true and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(3) (A) is true, but (R) is false.
(4) (A) is false, but (R) is true.

[NOV 2017]

11. The philosophy of physical education is based on:

(1) Existentialism (2) Pragmatism
(3) Eclectic Philosophy (4) Realism

[NOV 2017]

12. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):

Assertion (A): Physical Education is an allied science, basically concerned with man in motion.

Reason (R): Anatomy, Physiology, anthropology, bio-chemistry, bio-physics, bio-mechanics etc. contribute a lot to the understanding of man and his movement from the point of view of a physical activity programme.

In the context of the above statements, which one of the following is true?

Code:

(1) Both (A) and (R) are true and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(3) (A) is true, but (R) is false.
(4) (A) is false, but (R) is true.

[NOV 2017]

13. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):

Assertion (A): The objectives of physical education had changed over the course of history.

Reason (R): The changing concept is the result of research conducted in various universities over the last few years.

In the context of the above statements, which one of the following is true?

Code:

(1) Both (A) and (R) are true and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(3) (A) is true, but (R) is false.
(4) (A) is false, but (R) is true.

[NOV 2017]

14. According to whom, Reflection is not merely confined within specialised domains of knowledge but is extended to social problem solving?

(1) Hilda Taba (2) Phenix
(3) Dewey (4) Belth

[NOV 2017]

15. Match List-I with List-II and select the correct option from the code given below:

List-I (Philosophies)	List-II (Beliefs)
(a) Naturalism	(i) Playing the game in the spirit of game

(b) Pragmatism	(ii) It is better to be unborn than to be untaught, better to be untaught than to be illthought
(c) Realism	(iii) Society is a necessary evil
(d) Existentialism	(iv) All ideas, values and realities changes

Code:

	(a)	(b)	(c)	(d)
(1)	(iv)	(i)	(ii)	(iii)
(2)	(i)	(iv)	(ii)	(iii)
(3)	(i)	(iv)	(iii)	(ii)
(4)	(iv)	(i)	(iii)	(ii)

[JULY-2018]

16. The definition "Play consists of responses repeated purely for functional pleasure" is given by:

(1) Bettelheim (2) Piaget
(3) Guthrie (4) Lewin

[JULY-2018]

17. "Play" Theories are:

(a) Catharsis Theory
(b) Attribution Theory
(c) Psycho-analytic Theory
(d) Social Learning Theory

Code:

(1) (a), (c) (2) (b), (d)
(3) (a), (b) (4) (c), (d)

[JULY-2018]

18. Given below are two statements, one labelled as Assertion (A) and the other labelled as Reason (R):

Assertion (A): Existentialism is more a reaction against traditional philosophies that seek to discover an ultimate order and universal meaning in metaphysical principles.

Reason (R): In existentialism, humans define their own meaning in life, and try to make rational decisions despite existing in a irrational universe.

In the context of the above statements, which one of the following is true?

(1) Both (A) and (R) are true and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(3) (A) is true, but (R) is false.
(4) (A) is false, but (R) is true.

[JUNE 2019]

19. Assertion (A): Philosophy is a field of inquiry that attempts to help individuals evaluate, in a satisfying and meaningful manner, their relationships to the universe.

Reason (R): One's philosophy influences the objectives or outcomes of one's programmes and the methods by which three objectives are attained.

Select the correct option :

(1) Both (A) and (R) are true and (R) is the correct explanation of (A)
(2) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(3) (A) is true, but (R) is false
(4) (A) is false, but (R) is true

[JUNE 2019]

20. Match List-I with List-II:

List-I	List-II
(a) Idealism	(i) Deals with concept of self entity of human beings
(b) Realism	(ii) Deals with truth based on one's experiences
(c) Pragmatism	(iii) Deals with the mind as central to understand
(d) Existentialism	(iv) Deals with the concept of real physical world

Select the correct option :

(1) (a)-(ii); (b)-(iii); (c)-(iv); (d)-(i)
(2) (a)-(iv); (b)-(ii); (c)-(iii); (d)-(i)
(3) (a)-(iii); (b)-(iv); (c)-(ii); (d)-(i)
(4) (a)-(i); (b)-(iv); (c)-(ii); (d)-(iii)

[DEC 2019]

21. Which of the two are the source of philosophic principles from the following?

(a) Insight
(b) Principles drawn from physiology
(c) Laws of learning
(d) Experience

Codes the correct option :

(1) (a) and (b) (2) (b) and (c)
(3) (c) and (d) (4) (a) and (d)

[SEP 2020]

22. The discipline of Physical Education has its primary focus on the study of:

(1) Human performance in exercise and sports
(2) Fitness of individuals
(3) Human movement
(4) Health and wellness of human beings

[SEP 2020]

23. The question like "Why should I play football?" is discussed in the specific branch of philosophy known as:

(1) Metaphysics (2) Axiology
(3) Epistemology (4) Logic

[SEP 2020]

24. The School of Philosophy that supports Play as an important part of the educational process is:

(1) Idealism (2) Pragmatism
(3) Naturalism (4) Existentialism

[NOV 2021]

25. The phrase "Immediate mundane aims" as a practical idea belongs to which philosophy?

(1) Existentialism (2) Metaphysics
(3) Idealism (4) Pragmatism

[NOV 2021]

26. Philosophy consists of followings:
(A) Axiology (B) Ethics
(C) Aesthetics (D) Theology
Choose the correct answer from the options given below:
(1) (A), (C) and (D) only (2) (B), (C) and (D) only
(3) (D), (B) and (A) only (4) (A), (B) and (C) only

[JUNE 2022]

27. Which School of Philosophy is also referred to as materialism?
(1) Idealism (2) Pragmatism
(3) Naturalism (4) Humanism

[JUNE 2022]

28. According to Cowell and Schwehn, which one of the following is not the objective of Physical Education?
(1) Neuro-muscular coordination
(2) Organic power and adoptive efforts
(3) Cultural development
(4) Interpretative development

[JUNE 2022]

29. Given below are two statements: One is labelled as Assertion A and the other is labelled as Reason R
Assertion (A) : Adapted Physical activity is concerned with the preparation of teachers to provide programmes and services for individuals with disabilities.
Reason (R): The adapted physical educators have a specific role in designing plans for people with disabilities so that students can participate to their fullest capacity in physical education activities.
In the light of the above statements, choose the correct answer from the options given below:
(1) Both (A) and (R) are true and (R) is the correct explanation of (A)
(2) Both (A) and (R) are true but (R) is not the correct explanation of (A)
(3) (A) is true but (R) is false
(4) (A) is false but (R) is true

[JUNE 2022]

30. Given below are two statements:
Statement (I) : Children have an insatiable thirst for physical activity.
Statement (II) : Children dislike skill drills but have craze for strenuous play involving large muscle activity.
In the light of the above statements, choose the most appropriate answer from the options given below:
(1) Both Statement (I) and Statement (II) are correct
(2) Both Statement (I) and Statement (II) are incorrect
(3) Statement (I) is correct but Statement (II) is incorrect
(4) Statement (I) is incorrect but Statement (II) is correct

[MARCH 2023]

31. The book entitled A System of Fencing was written by:
(1) Pestalozzi (2) Johann Happel
(3) Archibald Maclaren (4) Guts Muths

[MARCH 2023]

32. The book entitled Emile was written by:
(1) Johann Bernhard Basedow
(2) Jean Jacques Rousseau
(3) Friedrich Ludwig Jahn
(4) Carl Diem

[MARCH 2023]

33. Which of the following answers are correct based on the branches of Philosophy and their focused area:
(A) Metaphysics- Nature of reality
(B) Axiology- Aims and value of society
(C) Aesthetics- Nature of knowledge
(D) Epistemology- Nature of beauty and art
(E) Ethics- Responsibility and standards of conduct
Choose the correct answer from the options given below:
(1) A, B and E only. (2) A, B and D only.
(3) B, C and E only. (4) C, D and E only.

[MARCH 2023]

34. According to Confucius which of the following elements involved in teaching process
(A) Applying (B) Demonstrating
(C) Commanding (D) Conforming
(E) Instructing
Choose the correct answer from the options given below:
(1) A, B, C and E only. (2) A, B, D and E only.
(3) B, C, D and E only. (4) A , B and E only.

[MARCH 2023]

35. Which of the following are object control activities in the Physical education curriculum?
(A) Overhand throw (B) Forehand Strike
(C) Throw-in (D) Long jump
(E) Catch
Choose the correct answer from the options given below:
(1) A, B only. (2) A, D, E only.
(3) A, B, C, E only. (4) A, C, D only.

[MARCH 2023]

36. Match List I with List II

List I Philosophies	List II Exponent
A. pragmatism	I. Samual Butler
B. Naturalism	II. Mulcaster
C. Idealism	III. C. B. Pearce
D. Realism	IV. Schopenhour

Choose the correct answer from the options given below:

(1) A-I, B-II, C-III, D-IV
(2) A-II, B-III, C-I, D-IV
(3) A-III, B-I, C-IV, D-II
(4) A-I, B-IV, C-II, D-III

[DEC 2023]

37. Among the following, which school was founded by Johann Bernhard Basedow ?
(1) Lyceum
(2) The Academy
(3) Philanthropinum
(4) Royal Central Institute of Gymnastic

[DEC 2023]

38. Match List-I with List-II.

List-I Traditional Philosophy	List-II Implication for the physical education curriculum
(A) Idealism	(I) Teacher is responsible for program effectiveness, guidance more important than equipment and facilities
(B) Realism	(II) Activities selected on basis of scientific evidence of their worth
(C) Naturalism	(III) Needs and intersects of students determine curriculum
(D) Pragmatism	(IV) Students develop at their own rates

Choose the correct answer from the options given below:
(1) (A)-(I), (B)-(II), (C)-(IV), (D)-(III)
(2) (A)-(I), (B)-(II), (C)-(III), (D)-(IV)
(3) (A)-(IV), (B)-(III), (C)-(II), (D)-(I)
(4) (A)-(II), (B)-(III), (C)-(IV), (D)-(I)

[SEP 2024]

39. Match the List-I with List-II

LIST I Philosophical terms	LIST II Focus
A. Existentialism	I. Self actualization and the development of value are emphasized
B. Humanism	II. The individual more important than society
C. Realism	III. Individual experiences determined what is true
D. Naturalism	IV. Science reveals the truth

Choose the correct answer from the options given below:
(1) A-I, B-II, C-III, D-IV (2) A-III, B-I, C-IV, D-II
(3) A-IV, B-II, C-III, D-I (4) A-II, B-I, C-IV, D-III

[JAN 2025]

40. "Physical education is an education of and through human movement where many of the educational objectives are achieved by means of big muscle activities involving sports games, gymnastics dance and exercise" is defined by-
(1) J. B. Nash (2) Harold M Barrow
(3) Charles A Bucher (4) J. P. Thomas

[JAN 2025]

41. "The application of the principles of Physical and Behavioral Science to make the educational process more effective" is defined by -
(1) Prof. S. S. Krishan (2) Urwin
(3) Ludwig (4) Nixon

[JAN 2025]

42. "Teaching is a system of action intended to induce learning" is defined by -
(1) B. O. Smith
(2) Clarke
(3) Israel Sheffler
(4) Yoakum and Simpson

[JAN 2025]

43. Match the LIST-I with LIST-II

LIST-I	LIST-II
A. Surplus Energy Theory	I. G. Stanley Hall
B. Recapitulatory Theory	II. Carl Groos
C. Cathartic Theory	III. Van Schiller and Herbert
D. Anticipatory Theory	IV. Aristotle

Choose the correct answer from the options given below:
(1) A-III, B-IV, C-II, D-I (2) A-III, B-I, C-IV, D-II
(3) A-III, B-II, C-I, D-IV (4) A-III, B-I, C-II, D-IV

[JUNE 2025]

44. Match List I with List II

Terms List I	Explanation List II
A. Meta Physics	I. Explores the nature of beauty art and taste
B. Axiology	II. An inquiry into the ultimate reality
C. Epistemology	III. Study of values and the nature of value judgement
D. Aesthetics	IV. Exposition of truth

Choose the correct answer from the options given below:
(1) A-III, B-IV, C-I, D-II (2) A-III, B-I, C-IV, D-II
(3) A-II, B-III, C-I, D-IV (4) A-II, B-III, C-IV, D-I

[JAN 2026]

45. The curriculum of the Philanthropinium was guided by
(1) Philosophy of Naturalism
(2) Philosophy of Pragmatism
(3) Philosophy of Humanism
(4) Philosophy of Idealism

[JAN 2026]

46. Given below are two statements: one is labelled as Assertion A and the other is labelled as Reason R

Assertion A: Philosophy of idealism emphasises moral and spiritual development through physical education.

Reason R: Idealistic philosophy believes that the human body is more important than the mind.

In the light of the above statements, choose the most appropriate answer from the options given below:

(1) Both A and R are correct and R is the correct explanation of A

(2) Both A and R are correct but R is NOT the correct explanation of A

(3) A is correct but R is not correct

(4) A is not correct but R is correct

ANSWER KEY									
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
(2)	(1)	(3)	(3)	(1)	(1)	(2)	(2)	(2)	(1)
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
(3)	(1)	(3)	(3)	(2)	(2)	(1)	(2)	(2)	(3)
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
(4)	(3)	(4)	(3)	(4)	(4)	(3)	(3)	(1)	(1)
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**
(3)	(2)	(1)	(2)	(3)	(3)	(3)	(1)	(2)	(2)
41	**42**	**43**	**44**	**45**	**46**				
(1)	(1)	(2)	(4)	(1)	(3)				

EXPLANATIONS

1. Correct Answer is (2):-

- Universal has independent existence → Realism
- Universal exists only in particulars → Aristotelianism
- Universals exist in mind → Conceptualism
- Universals have neither independent existence nor reside in mind → Nominalism

2. Correct Answer is (1):- The five interlinked rings on the Olympic flag represent the unity of the world. They symbolize the coming together of the five inhabited continents (Africa, the Americas, Asia, Europe, and Oceania) through sport. The rings' colors, along with the white background, were chosen to reflect the diversity and inclusiveness of the Olympic movement.

3. Correct Answer is (3):- The affective domain of education refers to the development of attitudes, feelings, values, and beliefs.

- **Feelings and beliefs:** The curriculum helps in fostering feelings and beliefs, which are key aspects of the affective domain.
- **Attitude and values:** The development of positive attitudes and values is a central goal in the affective domain, promoting personal growth and social responsibility.

4. Correct Answer is (3):- The law of readiness suggests that learning occurs most effectively when students are ready to learn. This readiness depends on factors such as:

- **Student Interest:** Students are more ready to learn when they are interested in the subject.
- **Student Need:** A student's need or motivation to learn also influences their readiness.
- **Student Maturity:** The maturity level of the student affects their ability to learn and understand the material effectively.

5. Correct Answer is (1):-

- **Assertion (A) is true:** Physical Education is often described as an eclectic discipline, meaning it combines knowledge, theories, and techniques from various fields, including anatomy, psychology, physiology, and sports science. It draws from multiple disciplines to address the physical, mental, and social aspects of human movement and well-being.
- **Reason (R) is true:** Physical Education indeed borrows principles from various allied fields like biomechanics, sports psychology, kinesiology, and medicine. These contributions help enhance the understanding and application of physical education in real-life settings.

6. Correct Answer is (1):-

- **Critical Philosophy** is associated with **Kant.** Kant is known for his Critical Philosophy, especially his work in epistemology and metaphysics that critiques the ability of human knowledge to fully comprehend reality.
- **Rationalism** is associated with **Spinoza.** Rationalism emphasizes reason as the primary source of knowledge, and Spinoza was a key figure in rationalist philosophy.
- **Empiricism** is associated with **Locke.** Empiricism asserts that knowledge comes primarily from sensory experience, and John Locke is one of the leading figures in empiricist philosophy.
- **Analytic Philosophy** is associated with **Russell.** Bertrand Russell is a prominent figure in Analytic Philosophy, which focuses on language and logic as tools to understand philosophical problems.

7. Correct Answer is (2):-

- **Assertion (A) is true** because objectives are specific, short-term steps that help achieve broader, long-term goals.

- **Reason (R) is also true** as it describes the purpose of physical education, which includes teaching motor and sports skills and promoting fitness.
  However, (R) does not explain (A). (R) talks about what physical education does, while (A) explains the difference between goals and objectives. The reason doesn't clarify why objectives are more specific than goals.

8. **Correct Answer is (2):-** A physically educated person is someone who demonstrates a broad competence in a variety of movement skills (e.g., running, swimming, dancing, etc.), while also achieving a higher level of proficiency in specific areas of movement. Physical education focuses on well-rounded development, not just excelling in competitive sports, having excellent fitness, or possessing superior leadership skills.

9. **Correct Answer is (2):-**
- **Idealism: Truth and values are absolute and universally shared.** Idealism believes that truth is absolute and universal, and that education should focus on the development of intellectual and moral virtues.
- **Realism: Science reveals the truth.** Realism emphasizes that the physical world is real and can be understood through observation, science, and logic. Knowledge comes from the objective study of reality.
- **Pragmatism: Individual experience determines what is true.** Pragmatism suggests that truth is not absolute but evolves based on practical consequences and individual experience. Knowledge is grounded in what works in practice.
- **Existentialism: Individual learns the truth through experiences.** Existentialism emphasizes individual freedom and responsibility, where truth is subjective and discovered through personal experience.

10. **Correct Answer is (1):- Both (A) and (R) are true and (R) is the correct explanation of (A)**
  Assertion (A): Humanism opposes depersonalization and promotes the idea that humans are individuals, highlighting personal identity.
  Reason (R): Humanism supports individual talent development, fulfillment, and active engagement in life.
  Both statements are true, and Reason (R) explains Assertion (A), making the correct answer (1).

11. **Correct Answer is (3):- Eclectic philosophy** in physical education blends various philosophical approaches, such as existentialism, pragmatism, realism, and others, to create a well-rounded and adaptable educational system. This approach acknowledges diverse human experiences and combines various perspectives to enhance physical education.

12. **Correct Answer is (1):- Both (A) and (R) are true and (R) is the correct explanation of (A)**
- **Assertion (A) is true:** Physical Education is indeed an allied science that focuses on the study of human movement and physical activity.
- **Reason (R) is true:** Disciplines like anatomy, physiology, anthropology, biochemistry, biophysics, and biomechanics help in understanding human movement in physical activity and exercise.
  Reason (R) correctly explains Assertion (A) because these scientific disciplines provide the foundation for analyzing and improving human movement, which is the core of Physical Education.

13. **Correct Answer is (3):- (A) is true, but (R) is false**
- **Assertion (A) is true:** The objectives of physical education have changed over time, influenced by societal, cultural, and educational developments.
- **Reason (R) is false:** The changing objectives are not solely due to recent research; they also result from broader historical and societal shifts

14. **Correct Answer is (3):- John Dewey,** a renowned philosopher and educator, believed that reflection is not just confined to specialized areas of knowledge but should be applied broadly, including in social problem-solving.

15. **Correct Answer is (2):- (a)-(i), (b)-(iv), (c)-(ii), (d)-(iii)**
- **Naturalism:** Believes in the natural world's influence on life, aligning with the belief **"Playing the game in the spirit of the game,"** which reflects natural behavior and fairness.
- **Pragmatism**: Focuses on practical outcomes; **"All ideas, values and realities change"** reflects its belief in adaptability.
- **Realism**: Holds that reality exists independently of human thought, reflected in **"better to be untaught than illthought."**
- **Existentialism:** Focuses on individual freedom and society's constraints, reflected in **"Society is a necessary evil."**

16. **Correct Answer is (2):- Jean Piaget,** a renowned developmental psychologist, defined play within the framework of cognitive development. He believed that play is essentially assimilation (fitting new information into existing mental schemas) and that children engage in "practice play" where actions are repeated simply because they provide functional pleasure.

17. **Correct Answer is (1):-** "Play" theories typically refer to psychological or sociological explanations of the role and function of play. The theories listed can be associated with different aspects of play:
- **Catharsis Theory**: Suggests that play, especially aggressive play, helps release pent-up emotions and tensions. This is connected to emotional regulation and is often linked to **psychoanalytic theory**.
- **Psycho-analytic Theory**: Associated with the idea that play allows children to express and process unconscious feelings and desires.

18. **Correct Answer is (2):-**
- **Assertion (A):** This statement is true. Existentialism indeed emerged as a reaction against traditional philosophical systems that sought an ultimate, universal meaning or metaphysical principles.
- **Reason (R):** This is also true. In existentialism, humans are seen as responsible for creating their own meaning in an inherently meaningless and irrational universe.

  However, (R) is not the correct explanation of (A). While (R) is true in describing existentialist beliefs about meaning-making, it does not directly explain why existentialism is a reaction against traditional metaphysical philosophies, as stated in (A).

19. **Correct Answer is (2):- Both (A) and (R) are true but (R) is not the correct explanation of (A)**
- **Assertion (A) is true:** Philosophy helps individuals reflect on and evaluate their relationships to the universe, providing meaning and satisfaction in life.
- **Reason (R) is true:** One's philosophy influences the goals of their actions and how they approach achieving those goals.

  However, **(R)** doesn't directly explain **(A)**, because while philosophy influences actions and goals, it doesn't fully explain how individuals evaluate their relationship with the universe as stated in **(A)**.

20. **Correct Answer is (3):- (a)-(iii); (b)-(iv); (c)-(ii); (d)-(i)**
- **Idealism:** Focuses on the **mind as central to understanding reality,** emphasizing ideas and concepts over material aspects.
- **Realism**: Deals with the **concept of the real physical world**, focusing on things as they truly exist, independent of human perceptions.
- **Pragmatism**: Focuses on **truth based on one's experiences**, emphasizing practical consequences and real-world applications.
- **Existentialism**: Deals with **the concept of self-entity**, focusing on individual existence, freedom, and choice.

21. **Correct Answer is (4):- (a) and (d)**

The following two are the sources of philosophic principles:
- **Insight**: Refers to deep understanding or intuition, which forms the foundation of philosophical thinking.
- **Experience**: Personal experiences shape philosophical perspectives, often guiding how individuals interpret the world and their beliefs.

22. **Correct Answer is (3):-** The primary focus of Physical Education is the study of **human movement,** which includes understanding how the body performs physical tasks and how movement affects health and fitness. It encompasses biomechanics, motor learning, and the development of physical skills. Other aspects like fitness, performance, and health are part of this broader field.

23. **Correct Answer is (4):-** The question "Why should I play football?" involves seeking justifications or reasons to support the action of playing football. This aligns with **Logic,** which is concerned with the principles of correct reasoning and argumentation. Logic provides a framework for analyzing the structure and validity of arguments that lead to a conclusion, such as whether or not one should engage in a particular activity.

24. **Correct Answer is (3):- Naturalism,** famously championed by philosophers like Jean-Jacques Rousseau, emphasizes that education should follow the natural development of the child. It views play not just as a break from learning, but as the primary way children learn about their world and their own bodies.
- **Idealism-**Values physical activity only as a way to develop "personality" or "character."
- **Pragmatism-**Values play if it solves a problem or teaches social cooperation (learning by doing).
- **Existentialism-**Views play as a way for an individual to make personal choices and find self-meaning

25. **Correct Answer is (4):-** The phrase "immediate mundane aims" fits **Pragmatism** because this philosophy judges ideas by their practical usefulness and real-life results, focusing on what works in everyday situations rather than abstract theory.

26. **Correct Answer is (4):- (A), (B) and (C) only**

Philosophy consists of the following branches:
- **Axiology:** Axiology is the branch of philosophy that studies values. It examines what is considered valuable in life and why. It broadly deals with questions of worth, including moral values and aesthetic values, and helps us judge what is good, right, or desirable.

- **Ethics:** Ethics is a major part of philosophy concerned with moral principles. It studies human conduct and evaluates actions as right or wrong, good or bad.
- **Aesthetics:** Aesthetics deals with the philosophy of beauty, art, and taste. It explores questions related to artistic creation, appreciation of beauty, and aesthetic experience. It helps understand why certain things are considered beautiful or meaningful.

27. Correct Answer is (3):- Naturalism is often referred to as materialism because it views the world and human beings as part of nature, governed by natural laws, and it emphasizes the importance of the physical world and material reality.

28. Correct Answer is (3):- According to Cowell and Schwehn, the primary objectives of Physical Education are neuro-muscular coordination, organic power and adaptive efforts, and interpretative development. **Cultural development** is not considered a direct objective of Physical Education in their framework.

29. Correct Answer is (1):- Both (A) and (R) are true and (R) is the correct explanation of (A)
- **Assertion (A):** Adapted Physical Activity is aimed at preparing teachers to provide programs and services for individuals with disabilities. This is true as it focuses on inclusive education in physical activity.
- **Reason (R)**: Adapted physical educators design plans to help students with disabilities fully participate in physical education. This is also true.

Thus, both statements are true, and (R) explains (A).

30. Correct Answer is (1):- Both Statement (I) and Statement (II) are correct
- **Statement (I):** It is true that children generally have a strong need for physical activity. They are naturally energetic and enjoy engaging in active play.
- **Statement (II)**: Children prefer active play, like running and jumping, over structured drills, enjoying fun, unstructured physical activities.

Both statements reflect common characteristics of children, making (1) the correct answer.

31. Correct Answer is (3):-Archibald Maclaren was a British physical educator known for developing exercise and fitness systems. His book "A System of Fencing", published in 1865, aimed to provide a structured approach to fencing and its techniques, contributing significantly to sport education.

32. Correct Answer is (2):-The book Emile, or On Education (originally Émile, ou De l'éducation) was written by **Jean Jacques Rousseau.** It is a seminal work in the philosophy of education, presenting his ideas on the development of a child's education and natural human development.

33. Correct Answer is (1):- A, B and E only

Correct matches between the branches of Philosophy and their focused areas:
- **Metaphysics – Nature of reality:** Deals with the nature of reality and existence.
- **Axiology – Aims and value of society:** Studies values, including social aims and worth.
- **Ethics – Responsibility and standards of conduct:** Focuses on moral responsibility and standards of conduct.

34. Correct Answer is (2):- A, B, D and E only

According to Confucius the following elements are involved in teaching process:
- **Applying** – Confucius believed true learning occurs when knowledge is put into practice. Students should use what they learn in daily life to develop moral character and practical wisdom.
- **Demonstrating** – Teachers are expected to act as moral role models. By observing a teacher's behavior, students learn virtues such as respect, sincerity, and discipline.
- **Conforming** – Learners should follow ethical norms, traditions, and social roles. This helps maintain harmony, order, and respect within society.
- **Instructing** – Teaching involves clear guidance, explanation, and encouragement. The teacher supports students in understanding moral principles and correct conduct.

35. Correct Answer is (3):- A, B, C, E only

Object control activities in the Physical Education curriculum include:
- **Overhand throw** involves coordinating the arm, shoulder, and body to control an object and project it accurately toward a target.
- **Forehand strike** requires timing, grip, and body control to strike an object effectively using the hand or an implement.
- **Throw-in** develops object control by accurately delivering the ball from overhead while following specific movement rules.
- **Catch** involves hand–eye coordination, anticipation, and soft hand movements to securely receive a moving object.

36. Correct Answer is (3):- A – III, B – I, C – IV, D – II
- **Pragmatism – C.B. Pearce:** Learning through experience, problem-solving, and practical application.

- **Naturalism – Samuel Butler**: Education follows the child's natural interests and instincts.
- **Idealism – Schopenhauer**: Focuses on ideas, moral values, and intellectual development.
- **Realism – Mulcaster**: Emphasizes factual knowledge and understanding the real world.

37. Correct Answer is (3):- Johann Bernhard Basedow founded the **Philanthropinum** in Germany. It was based on progressive educational ideas, emphasizing practical learning, physical education, and moral development.

38. Correct Answer is (1):- (A)-(I), (B)-(II), (C)-(IV), (D)-(III)

- **Idealism → Teacher-centered:** Teacher's guidance is key to program effectiveness.
- **Realism → Scientific basis:** Activities chosen using scientific evidence.
- **Naturalism → Individual growth:** Students develop at their own pace.
- **Pragmatism → Learner-centered:** Curriculum based on students' needs and interests.

39. Correct Answer is (2):- A-III, B-I, C-IV, D-II

Here's the correct matching of philosophical terms with their focus:

- **Existentialism-Individual experiences determine what is true**: Existentialism emphasizes personal experiences in determining truth.
- **Humanism-Self-actualization and the development of value are emphasized**: Humanism focuses on individual growth and values.
- **Realism-Science reveals the truth**: Realism holds that the truth is discovered through science.
- **Naturalism-The individual is more important than society**: Naturalism emphasizes the importance of the individual in a natural environment.

40. Correct Answer is (2):- The definition of physical education provided, which emphasizes human movement through activities like sports, gymnastics, dance, and exercise, is attributed to **Harold M. Barrow**. He was a renowned scholar in the field of physical education and made significant contributions to its conceptual framework.

41. Correct Answer is (1):- The definition "The application of the principles of Physical and Behavioral Science to make the educational process more effective" is indeed attributed to **Prof. S. S. Krishan.** This emphasizes the use of both physical and behavioral sciences in improving educational methods and effectiveness.

42. Correct Answer is (1):- The definition "Teaching is a system of action intended to induce learning" is attributed to **B. O. Smith.** This definition highlights teaching as a deliberate and structured activity designed to facilitate the learning process.

43. Correct Answer is (2):- A-III, B-I, C-IV, D-II

- **Surplus Energy Theory:** Van Schiller and Herbert . This theory suggests that play is a result of excess energy that children need to release.
- **Recapitulatory Theory:** G. Stanley Hall. This theory proposes that children's development stages mirror the evolutionary history of the human species.
- **Cathartic Theory:** Aristotle . Aristotle suggested that play provides an outlet for emotional release or catharsis.
- **Anticipatory Theory:** Carl Groos. This theory argues that play serves as a means for children to practice adult roles and behaviors.

44. Correct Answer is (4):- A-II, B-III, C-IV, D-I

- **Meta Physics → An inquiry into the ultimate reality:** Metaphysics studies the fundamental nature of existence, reality, and being.
- **Axiology → Study of values and the nature of value judgment:** Axiology deals with moral, ethical, and aesthetic values.
- **Epistemology → Exposition of truth:** Epistemology concerns knowledge—its nature, sources, and truth.
- **Aesthetics → Explores the nature of beauty, art, and taste:** Aesthetics focuses on beauty, artistic expression, and appreciation.

45. Correct Answer is (1):- The Philanthropinium was a late 18th-century school in Germany, guided by **the philosophy of naturalism.** It emphasized learning through natural development and environmental interaction, focusing on practical experiences rather than traditional academic instruction.

46. Correct Answer is (3):- A is correct but R is not correct

- **Assertion A is correct:** The philosophy of idealism emphasizes moral and spiritual development, where physical education helps develop character, ethics, and values.
- **Reason R is incorrect: Idealism** values the **mind** and **intellectual development** more than the body. It focuses on the development of moral and spiritual aspects, not on prioritizing the physical body over the mind.

Unit 1.2: Development of Physical education in Greece, Rome, Sweden, Russia England, Denmark, Germany, USA, Australia and China

Previous Year Exam Questions

[JULY 2016]

1. Word "Diskos" in Greek meant

(1) A thing of pushing (2) A thing of eating
(3) A thing of playing (4) A thing of throwing

[JULY 2016]

2. Given below are two statements, one labelled as Assertion (A) and the other labeled as Reason (R):

Assertion (A): The Greek ideal stressed the unity of mind, body and spirit. Reflecting this principle Greek education encompassed both intellectual and physical education.

Reason (R): The role of participation in physical activity was being fit and having athletic prowess for military success.

In the context of the above two statements, which of the following statement is correct?

(1) Both (A) and (R) are true and (R) is the correct explanation of (A).
(2) Both (A) and (R) are true, but (R) is not the correct explanation of (A).
(3) (A) is true and (R) is false.
(4) (A) is false and (R) is true.

[JULY 2016]

3. Match the terms of List-I with that of List-II and select the correct option using the codes given below:

List-I	List-II
(a) Johann Bernhand Basedow	(i) Founder of modern gymnastics in Germany
(b) Friedrich Ludwig John	(ii) Medical educational and aesthetic gymnastics
(c) Per Henrik Ling	(iii) Turnverein movement
(d) Johann Christoph Friedrich Guths Muths	(iv) Naturalism based gymnastic programme

Codes:

	(a)	(b)	(c)	(d)
(1)	(i)	(iii)	(ii)	(iv)
(2)	(ii)	(iv)	(i)	(iii)
(3)	(iii)	(i)	(iv)	(ii)
(4)	(iv)	(iii)	(ii)	(i)

[JAN-2017]

4. Match List – I with List – II and select the correct options from the codes given below:

List – I (Author)	List – II (Quote)
a. Rosalind Cassidy	i. Man is born; he struggles; he dies
b. N.P. Nielson	ii. The human movement is a body of knowledge, not a profession and as such it is an acceptable umbrella under which a number of groups associated with movement oriented activities can huddle.
c. Conrad	iii. If physical education is being defined as the art and science of human movement, then why not called the movement arts.
d. John Cheffers	iv. Movement experiences are means of achieving self identity, self value, self esteem, self reliance and self actualisation in the development of socially aware creative persons.

Codes:

	a	b	c	d
(1)	iii	iv	ii	i
(2)	iv	iii	i	ii
(3)	iv	i	iii	ii
(4)	ii	iii	iv	i

[NOV 2017]

5. Which sport federations/Association were established before Independence?

(a) Indian Hockey Federation
(b) Indian Polo Association
(c) Kabbaddi Federation of India
(d) Indian Weight Lifting Federation
(e) Amateur Athletic Federation of India
(f) National Rifle Association of India

Code:

(1) (a), (b), (c), (d) (2) (a), (b), (d)
(3) (a), (b), (d), (e) (4) (a), (e), (f)

[NOV 2017]

6. In the List-I names of the authors from Germany, Sweden, Great Britain are given, who has contributed in the development of Physical Education in their country and in the List-II book/work written by them are given. Match List-I with List-II:

List-I	List-II
(a) Guts Muths	(i) German Gymnastics
(b) Friedrich Ludwing John	(ii) Training in theory and practice
(c) Hjalmar Frederick Ling	(iii) Gymnastics for young
(d) Archibald Maclaren	(iv) Curriculum guides for elementary and secondary school gymnastics programs