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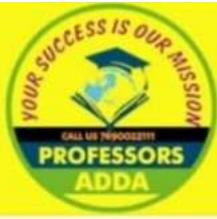
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## Margdarshika Booklet UPDATED 2025 Edition

### Margdarshika booklet what is this,

#### Why read this?

- It is a well-planned roadmap to simplify the vast and complex syllabus of UGC NET. It is like a Guru showing you the path to success in the subject. You do not need to depend on anyone.
- Its main aim is to give clear answers to questions like "what to read, where to start, and how deep to read". Focus points are explained.
- It gives a systematic direction to your preparation by dividing it into small (manageable) parts. It tells you what is the new trend of the exam these days.

#### What's that for?

- It is useful for students preparing for UGC NET, PGT, Asst Professor
- It is very useful for those who are preparing at home, those who are working, those who are not getting proper guidance, those who do not want to watch videos. It is a one stop solution for them

#### Key Features and Benefits

- **Benefits:** Explains important concepts, theories and examples of the subject.
- **Time saving:** Guides you in the right direction by saving you from unnecessary information. 100% exam oriented
- **Complete coverage:** Ensures that no important part of the syllabus is missed.
- **Increased confidence:** Having a clear plan reduces nervousness regarding preparation.

#### How to make best use of it?

- Make sure to remember the most important
- Follow the order given in the guide.
- Have a strong grip on the basics of each topic.
- While studying, focus on those topics in ProfessorsAdda Booklets.
- Try to establish a connection between different concepts.
- Solve MCQ practice questions and old question papers based on the guide. All this is given in ProfessorsAdda MCQ + PYQ booklet which is complete, quality updated.
- It works like your personal guide.

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## How to Study Physical Education Unit-1

To effectively teach this unit for the UGC NET exam in Physical Education, you will need a structured approach that focuses on understanding key concepts, remembering important facts, and establishing connections between different topics.

Here is how to adopt each section of the document to prepare for the exam:

### 1. Introduction: Education and the concept of human life and physical education

- **Focus:** To understand the broad definition of education and its purpose.
- **Key Points:**
  - Overall development of a person (social, intellectual, physical, mental, spiritual).
  - Transition from ancient ashram system to modern school education.
  - The need for physical education in the "machine age" for balance in physical and mental aspects.
  - **Important: to be able** to articulate common misconceptions about physical education (e.g., it's just sports, PT, drill, physical culture, gymnastics) and *the actual* broad meaning ("education through physical").

### 2. Definitions, Aims and Objectives of Physical Education

- **Focus:** Memorize key scholarly definitions and understand the hierarchy of goals.
- **Key Points:**
  - **Definitions:** Pay close attention to the definitions given by J.F. Williams, R. Cassidy, and Harry Crow Buck. Notice the unique significance of each. You may be asked questions to identify the scholar based on the definition or vice versa.
  - **Goals:** Understand that the ultimate goal is holistic development for a healthy, efficient, and socially adjusted life.
  - **Objectives (Objectives):** These are specific steps to achieve the goal. Remember the main objectives derived from the analysis (physical, mental, social, emotional, neuro-muscular, health development). Be aware of the objectives proposed by J.F. Williams, H. Clark, Bookwalter, and Leslie.

### 3. Importance and Need of Physical Education

- **Focus:** Understand the various benefits and essential reasons of physical education.
- **Key Points:** Make a list of benefits and assimilate them: physical development, neuro-muscular coordination, emotional balance, positive qualities (leadership, discipline), health

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and wellness, knowledge, positive lifestyle, socialization, cultural development, national unity, utilization of time. These are often asked in application-based questions.

## 4. Customized Physical Education

- **Focus:** Understand the concept and its purpose.
- **Key Points:**
  - Who it is for (children with special needs/disability).
  - Its specific objectives (adapted activities, motor skill development, self-esteem, fitness, social adjustment).

## 5. Application of Philosophy in Physical Education

- **Focus:** This is a very important section. Understand each philosophical school and its specific implications for physical education.
- **Key points for each philosophy:**
  - **Idealism:** Plato, Aristotle. Meditation on the mind/soul, moral/spiritual purification through physical activity. The role of the teacher in creating the environment.
  - **Realism/Pragmatism (Realism/Schematicism/Pragmatism):** The focus of pragmatism is on experience, pragmatism, and results. Flexible curriculum, discipline, confidence. No permanent purpose.
  - **Naturalism:** Rousseau. Nature is truth, play is instinct, child-centered education, development of innate qualities.
  - **Realism:** Focus on scientific facts, objective reality. Scientific basis for the objectives of physical education (health, adjustment).
  - **Humanism:** Human well-being, healthy mind, human values, respect for the nature of the child.
  - **Existentialism:** personal freedom, self-expression, responsibility for choices. Recognizing abilities through physical education.
  - **Study Suggestion:** Create a table comparing these philosophies based on their original idea, key proponents, and application in physical education.

## 6. Development of Physical Education in Ancient Period (World)

- **Focus:** Understanding the historical context and major contributions of different civilizations/countries.
- **Key points for each country:**
  - **Prehistoric:** survival, physical exertion, basic skills (hunting, wrestling, swimming).
  - **Rome:** Military Training (Campus Martius), Focus on Patriotism, Courage, Discipline. Decline due to luxury, adoption of Greek education, gladiatorial competitions (circus).

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Nero's gymnasium.

- **Greece (Greece):** divided into periods. Homeric era (Iliad, Odyssey) - the importance of sports, athletics, competitions (funeral games of Petroplus, awards). Sparta (military focus, discipline) vs. Athens (overall development, gymnasiums). **Ancient Olympic Games:** origin stories, location (Olympia), first winner (Coroebus), rules for participants (no criminal/woman, moral character, Greek, 1-month stay), organization, duration, decline (professionalism, vandalism).
- **Germany:** Key Individuals: F. L. John (Turnverin, Nationalism, "Hansen Heide"), Adolf Spess (Physical Education in Schools, Gymnastics, Age/Gender Appropriate Exercise, Holistic Development). The Impact of the Nazi Era. Post-World War II partition.
- **Sweden:** According to Henrik Ling (Father of Swedish Physical Education, Therapeutic Gymnastics, Physical Basis, Body-Mind Coordination, Royal Central Institute of Gymnastics). Focus on social welfare.
- **Denmark:** Franz Nachtegel (military gymnastics, popular gymnasiums, compulsory physical education in schools, women's training, Niels Buch (primitive gymnastics, physical aesthetics).
- **The United States:** Post-Independence Development. Influence of European colonists (bowling, handball, golf). Impact of the Industrial Revolution of the 19th Century. Harvard College Gymnasium, German scholars (Charles Beck, Charles Follen, Francis Lieber). The role of the YMCA.
- **England:** Special Sports Colleges, compulsory physical education in the national curriculum (dance, sports, swimming, athletics, outdoor activities). Focus on healthy lifestyle, leadership skills.
- **China:** The government's emphasis is on student health. Establishment of Physical Education Departments, Financing, Teacher Training. Focus on national and personal development.
- **Australia:** Complex Geography Influencing Physical Education. Historical period (early, modern, 20th century, after 2000). Development of sports organizations, women's participation.
- **Study Suggestion:** Create a timeline or comparison chart for each country, including the major contributions, statistics, and distinctive features of their physical education systems.

## 7. Olympic Movement

- **Focus:** Understanding the differences between ancient and modern Olympics, their development and key elements.
- **Key Points:**
  - **Ancient Olympics:** Origin, Purpose (Religious, Brotherhood), Rules, Fall.

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- **Modern Olympics:** Pierre de Coubertin (revivalist, ideal, motto - Citius, Altius, Fortius), IOC (International Olympic Committee) structure, flag (colors, rings, meaning), program (compulsory vs. optional).
- **Study Suggestion:** Be clear about the symbolism of dates (e.g., 776 BC for ancient, 1896 for modern), names and Olympic elements.

## 8. Progress and Development of Physical Education in India

- **Focus:** To trace the historical developments in India and understand the role of various committees and policies.
- **Key Points:**
  - **Historical Background:** Indus Valley (Mohenjodaro, Harappa - Gambling, Dance), Vedic (Aryan - Archery, Horse Riding, Pranayama, Yoga, Surya Namaskar), Epics (Ramayana, Mahabharata - Military Physical Education, Archery, Wrestling, Kansa's Arena), Jains and Buddhists (Decline due to Ahimsa, but Some Yoga/Martial Arts), Maurya (Revival, Yoga Sutras by Patanjali), Gupta (Swimming Pool, Drama, Cleanliness, Nalanda), Muslim/Mughal (War, Horse Riding, Swordsmanship, Wrestling, Chaugan, Boxing, Pigeon Flying, Swimming, Hunting, Chaupar, Chess, Pachisi).
  - **British Period:** Limited Progress, Appointment of Exercise Teachers, Separate Department of Physical Education (1925), Harry Crow Buck (YMCA College of Physical Education, Madras - 1920), Hanuman Abhyas Prasarak Mandal (Amaravati - 1914).
- **Post-Independence:**
  - Central Physical Education and Recreation Advisory Board (1950): Objectives, Contributions (Lakshmibai Institute of Physical Education, National Fitness Corps).
  - All India Sports Advisory Council (1954): Objectives, Functions (Financial Assistance, Arjuna Award), Achievements (National Institute of Sports, Patiala - 1961).
  - Ad-hoc Inquiry Committee (1958, Yaduvinder Singh): Reasons for decline, suggestion (Central Sports Institute, Coaching, NSNIS).
  - Ad-hoc Inquiry Committee (1957, Dr. Shrimali): Suggestions (Central Sports Institutes, Short/Medium/Long Term Plans, Balanced Diet, Talent Search).
  - Dr. C.D. Deshmukh Committee (1963): Emphasis on Physical Education in Schools/Universities.
  - Kothari Education Committee (1965): Suggestions for Physical Education and Sports.
  - Kaul-Kapoor Committee (1960): Suggestions for Physical Education Department, Scholarships, Sports Grounds, Clubs.
  - Kunzru Committee (1959): Suggestions on Physical Education Course, NCC,

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Scouting, Morning Assembly, Leadership.

- National Policy on Education (NPE) 1986: Holistic Development, Yoga, Infrastructure, Financial Allocation (6% of National Income), Achievements (National Fitness Corps, NCC).
- National Education Policy 2019: Key features (Early Childhood Education, Basic Literacy, Curriculum Reforms, Universal Access, Inclusive Education, Higher Education Reforms, Teacher Education, Vocational/Vocational Education, Research, Technology, Adult Education, Indian Languages, Financing, National Education Commission). **Particularly for Physical Education:** Inclusion of Sports in Learning, Identification of Talent, Teacher Training for Art/Sports/Vocational Education.
- **Study Suggestion:** Create a chronological timeline with the major recommendations and achievements of committees, policies, and institutions. This will help in remembering specific dates and related initiatives.

## 9. Recreation and Wellness

- **Focus:** Understanding the definition, characteristics, purpose and types of entertainment and the concept of well-being.
- **Key Points:**
  - **Entertainment (Entertainment):**
    - Definitions (Dr. John H. Finlay, others).
    - Essential characteristics: leisure time, enjoyable, satisfying, voluntary, creative, socially acceptable, not just for survival.
    - Aims & Goals: Constructive use of leisure, personal satisfaction, democratic human relations, skill development, health & efficiency, creative expression, focus on environment.
    - Type: Community, Industrial, Formal, Institutional, Family, Commercial.
    - Importance in Modern Society: Basic Human Need, Happiness, Health, Character, Crime Prevention, Community, Self-Esteem, Security, Democracy, Education, Economic.
- **Wellness (Fitness):**
  - Definition: Physical, Intellectual, Mental Development. The ability to do daily work without getting tired, to endure stress.
  - Benefits: longevity, increased energy, reduction of depression, improved functionality, posture, confidence, stress management.
  - Importance: Reduces disease risk, normalizes blood pressure, enhances mental capacity, increases productivity.
  - Challenges: Hereditary/genetic, environmental, proper diet, regular physical

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exercise, stress.

- Enhancements: Medical check-ups, age-appropriate exercises, gradual progression, specific programs, expert advice, aerobic/anaerobic activities, sports, yoga, recreational activities.
- **Study suggestion:** Make a clear distinction between entertainment and health. Understand their mutual relationship.

## 10. Play and Principles of Play

- **Focus:** To understand the nature of the game and the various theories/methods related to it.
- **Key Points:**
  - **Sports:** natural tendencies, source of pleasure, self-expression, mental and physical health.
  - **Definitions:** Harlock, Ross.
  - **Features of the game:** spontaneous, joyful, self-motivated, creative, aimless, spontaneous, a form of entertainment, no special training required.
  - **Game-Based Teaching Methods:**
    - Dalton Method (Helen Parkhurst): Student independence, task completion.
    - Scouting Method (Lord Baden-Powell): Nature-Based Education, Life Skills.
    - Montessori method (Maria Montessori): use of tools, learning in a play-manner.
    - Heuristic method (Armstrong): self-teaching, exploration.
    - Kindergarten method (froebel): child-centered, group activities, freedom from fear.
    - Project Method (W.H. Kilpatrick): Problem solving, independent thinking.
  - **Study Suggestion:** Be able to identify the proponent of each method and its basic principle.

## 11. Learning

- **Focus:** Understanding the concept of learning, its features, relationship with maturity, learning process, learning curve, and key theories.
- **Key Points:**
  - **Definition:** A change in behavior due to experience (Woodworth, Crow and Crow).
  - **Characteristics:** New system of experiences, universal, progress, product of environment/activity, adjustment, lifespan, change in behavior.
  - **Learning and Maturation:** Interconnected, maturation affects the speed of learning. Difference: Learning is conscious/external, maturity is unconscious/innate.
  - **Learning Process (Smith):** Motivational (Motivation), Goals (Goals), Obstacles/Difficulties (Obstacles/Difficulties).

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- **Learning Curve:**
  - Negative Progress (Negative Progress Indicator Uttarakhand thunderbolts): Fast start, then slows down.
  - Positive Progress (Positive Progress Indicator Avantodar thunderbolt): slow start, then speed up (due to similar learning in the East).
  - Mixed Curve (Mixed Curve / Mixed Curve) Downward-Unturned-Curve): Fluctuations due to various factors.
  - Characteristics: unevenness, early progression, plateau, steady state.
  - Educational Significance: Teacher feedback, understanding individual differences, student self-assessment, evaluation of training program/equipment.
- **Learning Principles:**
  - **Classical conditioning (theory of associated reversion):** Pavlov (dog, bell, saliva), Watson (Albert, rabbit, fear). Understand conditioned arousal, unconditioned arousal, conditioned response.
  - **Learning insight (theory of insight):** Gestalt psychologists (Köhler, Koffka, Wertheimer, Lewin). Kohler's chimpanzee (sultan) experiments (boxes, sticks). Learning through a sudden understanding of the whole situation.
  - **Learning Rules (Learning Rules - Thorndike):**
    - **Law of readiness:** Learning is effective when the learner is prepared and motivated.
    - **The Law of Practice:** Use and Nonuse. Practice strengthens learning, lack of practice weakens it.
    - **Law of Influence:** Satisfaction/Dissatisfaction. Pleasant results strengthen learning, unpleasant consequences weaken it.
  - **Kilpatrick's learning departments:** primary (core skills), concomitant (allied knowledge), collaborative (attitudes/values).
  - **Study Tips:** For theories, understand the basic idea, main experiments/examples, and main conclusions. For Thorndike's rules, learn the names and what each rule means.

## 12. Motor skill acquisition

- **Focus:** Understanding the principles of learning physical skills.
- **Key Points:**
  - Definition of Motor Learning.
  - The importance of neuro-muscular activity in daily life and sports.
  - Factors Influencing Skill Development (Environment, Opportunities).
  - **Knowledge** of the nervous system, maturity, individual differences, need for learning, information about objectives, mechanical knowledge of skills, mental rehearsal, repetition, learning as a whole, simulation of models, speed/accuracy/cadence/timing,

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feedback, self-assessment, progress, duration of practice period, value of transfer effect, context and setting.

- **Study suggests:** Many of these theories are intuitive, but try to link them to specific examples of physical activity.

## 13. Social Basis of Physical Education

- **Focus:** Understand how physical education contributes to social development and character building.
- **Key Points:**
  - Dependence of man on others as a social animal.
  - The Role of Society in Shaping Behavior.
  - **Social Values & Physical Education:** Development of loyalty, self-confidence, competitiveness, sportsmanship, discipline, cooperation.
  - **Character Building through Physical Education:** Difference Between Personality and Character. The role of physical education in developing honesty, fairness, loyalty, tolerance, courage.
  - **Impact of Social Institutions:** Family, Community, Educational Institutions. The need for physical education programs to reflect Indian traditions and culture.
  - **Modern Challenges:** Dispel misconceptions about sports, promote health in polluted environments.
  - **Conclusions/Assumptions:** Physical Education for Social Interaction, Preservation of Traditions, Moral Development, Good Citizenship, Promotion of Democracy, Providing Competitive Opportunities, Preparation for the Realities of Life, Adapted Physical Education, Camps for Discipline, Cultural Heritage of Sports.
  - **Study Suggestion:** **Focus on the** interrelationship between physical activity and social/moral development.

## General Studies Strategies for UGC NET:

1. **Active reading and note-taking:** Don't just read passively. Highlight, underline, make notes on the margins. Summarize each sub-section in your own words.
2. **Flashcards:** Create flashcards for definitions, scholars/committees/policy names, dates, and key words (e.g., "pranayama," "turnverin," "citius altius fortius").
3. **Mind Maps/Flowcharts:** Visual learners will benefit greatly. For example, create a mind map for "Philosophy in PE" that branches out for each philosophy, its basic idea, and its PE implications. Similarly, create a timeline for "Indian PE Growth".
4. **Comparative Analysis:** For sections such as Philosophy, Ancient vs Modern Olympics or Different Historical Periods, create tables to compare and differentiate. This helps to understand the nuances and avoid confusion.

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5. **Focus on keywords and specifications:** UGC NET often tests accurate terminology, names, and specific descriptions.
6. **Conceptual understanding:** While it's important to remember, make sure you understand the underlying concepts. *Why is a certain philosophy relevant? How did a specific historical event affect PE?*
7. **Practice Previous Year Questions:** This is very important. This helps you understand the exam pattern, the type of questions asked, and which areas are frequently examined. Try to answer the questions without looking at the notes first, then review.
8. **Regular modifications:** Divide the unit into small, manageable parts and modify them regularly. Repetition is more effective at intervals than cramming.
9. **Ask yourself questions:** After you've studied a part, ask yourself a question or ask a friend a question.

By following these strategies, you can prepare well for this unit for your UGC NET exam. Best wishes!

## Physical Education Unit-1

### Objectives of Philosophy in Physical Education:

- It harmonizes the principles and practicality of physical education.
- It is helpful in evaluating the social, ethical and aesthetic impacts of the programmes.
- Greek philosophers such as Plato and Aristotle laid the foundations of philosophical theories of physical education, which are still relevant today.
- In the absence of philosophy, physical education can be limited to physical activities and will not reach its real goals. According to Froebel, "If we want the complete development of man, we must exercise all his limbs." "

### Major philosophical principles of physical education

Principle	Proponent/Focus	Application in Physical Education
Idealism	Plato, Aristotle; Mind or Spirit	Plato considered a healthy, attractive, powerful body necessary for the preservation of the soul. Idealism considers physical education to be a spiritual necessity, not just a physical necessity
Realism/Pragmatism	Origin: The Greek word 'pregma' (work done); Experience and practicality	It emphasizes on Actionability and Outcomes Curricula, Discipline and Teaching Methods should be empirical and flexible, tailored to the needs of the

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		student and society
Naturalism	Center: Nature is the ultimate truth	Naturalists like Rousseau considered nature as an instrument of morality with physical benefit.
Realism - in a different context	Center: The Universe and Its Matter Are Truth	It is based on scientific facts and accuracy The basis of the objectives of physical education (health, adjustment) should be scientific
Humanism	Center: Human beings and their welfare	It is closely related to physical education, as both are focused on a healthy mind, healthy thoughts and human values
Existentialism	Center: The Freedom of the Person and the Importance of His Existence	Its role in physical education can range from helping the individual to recognize his abilities and express himself

## 1. Idealism:

- Originators: Plato, Aristotle.
- Center: Mind or Spirit. Material things have been created by the human mind, so thoughts or ideals are the ultimate truth.
- In physical education: Plato considered a healthy, attractive, powerful body to be essential for the preservation of the soul. Idealism regards physical education as a spiritual necessity and not merely a physical necessity that refines a person morally and spiritually. The teacher should create a proper environment and develop the student's personality completely.

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## 2. Realism/Pragmatism:

- Origin: The Greek word 'pregma' (work done).
- Center: Experience and practicality. That is the truth that is practically useful and proven.
- In Physical Education: It emphasizes on action and results. The curriculum, discipline and teaching methods should be empirical and flexible, tailored to the needs of the student and society. It develops fearlessness, discipline and confidence in students. It has no permanent purpose, it changes according to time and situation.

## 3. Naturalism:

- Center: Nature is the ultimate truth. Nothing is beyond physical existence.
- In Physical Education: Naturalists such as Rousseau considered nature as a means of morality with physical benefits. Sports is the basic tendency, from which strength, speed, balance as well as morality are learned. Education should be child-centered and development of innate qualities is possible only with a good environment. It emphasizes high level achievement rather than excessive competition.

## 4. Realism in a Different Context:

- Center: The universe and its matter are truths, changing according to time and situation. The external world is not imaginary, it is reality.
- In Physical Education: It is based on scientific facts and accuracy. Its purpose is to give the child accurate information about society. The basis of the objectives of physical education (health, adjustment) should be scientific. The teacher should be familiar with the student's behavior and the pace of development.

## 5. Humanism:

- Center: Human and its Welfare. It emphasizes the highest welfare of humanity through reason, democracy, and joyful service.
- In Physical Education: It is closely associated with physical education, as both of them focus on healthy mind, healthy thoughts and human values. It respects the child's nature and his developing mind.

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## 6. Existentialism:

- Center: The freedom of the individual and the importance of his existence. The individual is the creator of his own destiny.
- In Physical Education: It holds the individual accountable to his choices. Its role in physical education can range from assisting the individual to recognize their abilities, express themselves through exercise and sports, and build their own identity. It teaches that a person makes his identity in society only by his actions.

### Development of Physical Education in Different Countries of the World in Ancient Times.

To know any science, it is necessary that its background is well known, only then more knowledge about that science can be obtained. For the knowledge of physical education, it is also very important to know its history. Knowledge of history not only provides information about ancient thought but also provides an important basis in deciding the present and future programs on the basis of past experiences.

Country/Era	Key Aspects of Physical Education
Rome	The children were given early education by the head of the family, military training (swimming, horse riding, weaponry, running, jumping, wrestling) was given in Mauritius, later Greek education was adopted
Greece - Early Period	Religious dances of women, swimming for men, hunting, mall warfare, etc., sports and athletics have a special place in Homer's epics.
Greece - Sparta and Athens	(This is not explained in detail in this volume, but on the basis of common sense, there was an emphasis on rigorous military training in Sparta and intellectual development with physique in Athens)
Germany - John's Program	Forest tourism and health programs Inspired by the spirit of nationalism, the goal of establishing a German country with German-speaking states was the

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	establishment of a Turnwerin (German Gymnastics Society)
Germany - Thoughts of Adolf Speis	Importance of physical education as other subjects, gymnasiums and play areas in every school, exercise on the basis of age and gender.
Sweden - Perhenrik Ling	The founder of the Swedish physical education system, organizing physical education programs based on corrective exercise anatomy to overcome physical disorders
Denmark - Frans Nachengal	Sainik Gymnastics Institute for Soldier Training Teachers for Gymnastics in Primary Schools
India - Vedic Period	Development of new postures of bow and arrow, shooting, horse riding, chariot riding pranayama and yoga
India - Epic Period	Importance of Archery, Javelin Throwing, Sword Fighting, Wrestling, Dance
India - British Period	Appointment of Exercise Teachers in Schools in 1880 Establishment of YMCA College of Physical Education, Madras in 1920 Establishment of Hanuman Pracharak Mandal Amaravati (1914)
India - After Independence	Establishment of 'Central Advisory Board of Physical Education Recreation' (1950) and 'All India Sports Advisory Committee' (1954) by Ministry of Education Establishment of Lakshmi Bai Institute of Physical Education, Gwalior

In prehistoric times, there was no fixed criterion for education and physical education. Experience was their determining value. The physical program of the human being was dependent on the need and for that physical effort had to be done. Due to excessive physical exertion in this period, people were healthy and strong. All the parts of his body were powerful because his daily labor consisted of making bows and arrows and other weapons, cutting wood, carrying burdens. Hunting for food was the main one. Wrestling and running were the main disciplines of that time, and swimming was daily.

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With the development of civilization after living in rudeness for a long time, educational and physical programs have undergone a drastic change. The main ones are India, China, Egypt, Greece and Rome. These are mentioned below.

Due to the development of civilization and the development of civilization, where did the programs of education and physical education first develop? There are also differences of opinion. According to some, that place is Mesopotamia, while some say Egypt.

Here are the region-wise editing of the history of physical education and tables of important information:



## Physical Education in Rome

- Rome is a branch of the Aryan race that originated in the Homeric period. This tribe settled on the banks of the Tiber River in Italy.
- The Romans were generally healthy and robust.
- **Elementary Education:**

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- There was a lack of schools, so the children were given elementary education by the head of the family.
- Qualities like patriotism, courage, piety, tolerance etc. were developed in children.
- **Campus Martius:**
  - The region was named after the god of war, Mars.
  - Here children were given military training, in which swimming, horse riding, weapons, running, jumping and wrestling were taught.
  - Because of this training, the soldiers of Rome were strong.
- **Empire Expansion and its Effects (up to 31 BC):**
  - The Romans had to move out of Rome to arrange the defeated countries.
  - Many of the defeated countries had a civilization better than Rome, which influenced the Romans.
  - Along with the victory, a lot of wealth was obtained.
  - Cheap grain started coming from abroad, as a result the peasants of Rome gave up farming.
  - Rome became rich but also became useless.
- **Later Period and Decline of Physical Education:**
  - Rome began to feel the need for schools and adopted the education of Greece.
  - No special attention was paid to physical education.
  - **Circuses:** There were some institutions that performed games that were sometimes fatal, such as chariot races, animal and human wars (which were decided on one's death).
  - **Nero's Gymnasium:** In the 1st century AD, Nero built a gymnasium, in which 'Nironian' games were played, but the Romans did not show interest in it.
- **Decline and Impact of the Roman Empire:**
  - Luxury took over in Rome because of excessive wealth.
  - Uncivilized Teutonic tribes from the north began to invade Rome.
  - As a result, the Roman Empire and its civilization began to decline.
  - One advantage of these invasions was that Europe got strong races that formed a new civilisation.

## Physical Education in Rome: Important Facts for the Exam

subject	an account
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Centre for Elementary Physical Education	Head of Family, Campus Mauritius
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Purpose of Campus Mauritius	Soldier training (swimming, horseback riding, arming, running, jumping, wrestling)
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god	Mars (God of War)
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**Causes of the decline of physical education** Excessive wealth, luxury, the imitation of Greek education that had less focus on physical education, the rise of violent entertainment such as the circus.

**Major entertainment venues** Circus (chariot races, animal-human warfare)

**Nero's contribution** Construction of gymnasiums for 'Neronian' sports (not popular)

**The Negative Impact of Empire Expansion** Cheap grain, peasants abandoning farming, Rome being "useless"

**The main cause of the collapse** Invasions of luxury and Teutonic races



## Physical Education in Greece

The history of physical education in Greece can be divided into the following departments:

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1. Early period.
  2. Physical Education of Sparta and Athens (not elaborated in text).
  3. Penhellenic games (not elaborated in the text, but Homeric games are described).
- **Early Period:**
    - Inference from ancient ruins: The people of Greece were short and dark-skinned, educated and had a powerful state.
    - Physical development programmes: women's religious dances, men's swimming, hunting, wrestling, etc.
    - **About 1,000 BCE:** Tall, dark-skinned people arrived in Greece.
    - **Homer's Era:**
      - The blind poet Homer composed the epics 'Iliad' and 'Odyssey'.
      - These epics show that sports and athletics had a special place in this period.
      - Sports and athletics competitions were organized on special occasions.
  - **Funeral of Patroclus (from the Iliad):**
    - On the death of the warrior Patroclus, his friend Achalus organized sports competitions.
    - Contested competitions: races, chariot races, wrestling.
    - Prize:
      - First: an accomplished woman and a tripod.
      - II: A 6-year-old mare.
      - III: An embroidery.
      - IV: Two gold coins.
      - Fifth: a two-handed pot.
  - **Odyssey Epic:**
    - Description of sports: wrestle, boxing, etc.
    - Demonstrations of power by individuals to appease Penelope (his wife) in Odysseus' absence: lifting weights and throwing javelins.
    - Mention of different types of dances, which shows interest in sports as well as dance.

## Physical Education in Greece: Important Facts for the Exam

subject	an account
---------	------------

Time division	Early Period, Physical Education of Sparta and Athens, Penhellenic Games
---------------	--

Early people	Short, Dark, Educated
--------------	-----------------------

Preparatory Activities	Religious dances of women; Men's swimming, hunting, wrestling
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Homer's Epic	The Iliad, Odyssey
Importance of Games in the Homeric Period	Special Places, Events on Special Occasions
Games in honor of Patroclus	Organizer: Achlas; Competitions: races, chariot races, wrestle; Distinguished Rewards
Games described in Odyssey	Wrestling, Boxing, Weight Lifting, Javelin Throwing, Dancing
Purpose of Physical Education	Entertainment, Respect (Funeral), Strength Show, Physical Development

## Physical Education in Germany

- **Major contributors:** Mr. Bessra, Mr. Gutschath and Mr. Fredrik Ludwik John.
- **Friedrich Ludwig Jahn:**
  - He became a teacher in Berlin after the Battle of Jaina.
  - Events: Forest tours and wellness programmes.
  - The goal: the establishment of a German country by combining all German-speaking states, inspired by national sentiment.
  - Method: To tell stories to children and to create a sense of German unity by narrating the ideals of the ancestors.
  - Venue: Hasenhede, out of town.
  - Discipline: special type of food, setting ideals for children, high quality character.
  - Organization: 'Turnverein' or the establishment of the German Gymnastics Society.
  - 1813: In John's absence, Aijlan took charge of the institution.
  - Opposition: Some physical education experts opposed John, they were of the opinion that John's programs were not based on psychology and anatomy.
  - The Popularity of Turnverine: Being a German Nationalist Institution. At the time of Napoleon's opposition, the kings liked this organization.



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- Fall: John was jailed in 1819 after the murder of a famous poet by the organization's member Carl Sand and the institution was banned.
- 1825: John's release, but not to go near the school/university. John showed no interest in the institution.
- 1840: Frederick William-IV (King of Prussia) lifts restrictions on John's institution, honors John, declares physical education and gymnastics compulsory in schools. John still didn't show interest.
- **Physical Education in Germany's Educational Institutions (Adolf Spiess):**
  - Adolf Speisz gave physical education and gymnastics a special place in German schools.
  - Wrote books on gymnastics.
  - **Spice's Views:**
    1. Physical education should be given the same importance as other subjects.
    2. Every school should have a gymnasium and an adequate playing area.
    3. There should be a period for gymnastics in schools.
    4. Exercises should be done according to the age and gender of the children.
    5. Girls should do light exercises than boys.
    6. Children should be given marks based on their actions.
  - According to Spice, physical education leads to physical, mental, social and moral development of the child.
  - Physical education and gymnastics programmes were organized for both boys and girls.

## Physical Education in Germany: Important Facts for Exams

subject	an account
Early Pioneer	Besra, Gatsmath
Fredrik Ludwik John	Founder of Turnverein (German Gymnastics Society), Hansen Hyde, nationalist gymnastics, forest tourism
The Purpose of John's Program	Unification of German-speaking states, development of national spirit
Reason for the ban on turnovers	The Murder of the Poet by Member Carl Send (1819)
John's Respect and the Essentials of Gymnastics	By Frederick William-IV in 1840

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**Contribution of Adolph Speis** Organized physical education and gymnastics in schools, age and gender based exercises, emphasis on holistic development (physical, mental, social, moral)

**Key Principles of Speis** Equal importance to other disciplines to PE, availability of gymnasiums, fixed duration, evaluation

## Physical Education in Sweden

- **Origin and Goals:** Beginning with military needs, education changed to physical education; The goal was social welfare.
- **Per Henrik Ling:**
  - The Swedish is considered to be the father of the physical education system.
  - Interests: Physical Education, Gymnastics and Fencing.
  - Personal experience: The disorder of his arms was cured by practicing physical education programs.
  - **Curative Gymnastic:** Started to overcome physical disorders.
  - 1804: Appointed fencing teacher at Lund University.
  - **Perhenrique Ling's Beliefs:**
    - For physical education training, the teacher must have knowledge of anatomy.
    - He studied anatomy and body behaviour.
    - **Principle:** The unity of the body and the coordination between body and mind.
    - Physical education programs were organized on the basis of anatomy.
  - **Principles of Perhenik Ling's program:**
    1. Exercises should be decided on the basis of their effect on the body.
    2. The programme of physical education is as necessary for the weak as it is for the physically challenged.
    3. The physical educator should be aware of the purpose of each exercise and the aim of each exercise should be towards physical perfection.
    4. Exercises should be fixed according to the physical needs of each individual rather than a group.
  - **The plan of the national school:** to make the citizens of Sweden healthy.
  - 1814: With the consent of the Government of Sweden, the 'Royal Central Institute of Gymnastics' was established in Stockholm (to prepare physical teachers who train soldiers).
  - Book: Wrote 'Handbook of Gymnastics' for Teachers.
  - 1839: Died.
- **After Perhenrique Ling:**
  - Mr. L.G. Brenting was appointed Director of the Central Institute.

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- Focus: Towards social welfare, correctional exercise and school physical education programs.
- 1860: Reorganization of the Royal Central Institute of Gymnastics; Three Departments:
  1. Educational
  2. Medical
  3. Military Related
- **Swedish Physical Education Methodology:**
  - The school and the army program were combined to make it suitable for the school.
  - Based on anatomy, useful for children.
  - Today, physical education is compulsory in all schools in Sweden.

## Physical Education in Sweden: Important Facts for the Exam

subject	an account
genitor	Perhenrique Ling
The basis of the system of gender	Anatomy, physiology, body-mind coordination, curative gymnastics
Theories of gender	Exercise impact-based, essential for all, purposeful, individualized as needed
Leading Institutions	Royal Central Institute of Gymnastics, Stockholm (1814)
The Book of Gender	Handbook of Gymnastics
Gender heirs	L.G. Brenting
Reorganization of the Institute (1860) - Department	Education, Medicine, Army
Current Status	Physical education compulsory in all schools in Sweden
Early Inspiration	Soldier Requirements, Later Social Welfare and Academic Physical Education

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## Physical Education in Denmark

- **Franz Nachtegall:**
  - Propagated physical education in Denmark.
  - Program: On the political situation of Denmark, the need for military forces and the views of patriots.
  - He was a good gymnast during his student days.
  - **Preparatory work:** gymnastics teacher at the University Student Club, then physical teacher at a natural school.
  - 1799: Opened its gymnasium in Copenhagen (became very popular).
  - 1804: Government appointed Director of the Military Gymnastics Institute for military training.
  - Citizens were also allowed to practice at the institute.
  - **Government order:** Teachers should be hired for gymnastics in primary schools and materials should be made available.
  - **Teacher Training:** Training was started in all teacher training institutes.
  - Nachtegall was appointed the director of physical education of the entire country.
- **Spread of Physical Education:**
  - Trainees of teacher training institutes and military gymnastics institutes were sent to schools for practice.
  - The need for physical education was also felt in girls' schools; Provision of training for women teachers in Sainik Institute.
- **By the end of the 19th century:** Physical education was based on military needs.
- **Later changes:** The gender physical education system prevalent in Sweden was adopted.
  - The result: The development of academic physical education slowed.
- **Reform Efforts:**
  - A committee was constituted.
  - The committee created a physical education program for schools in Denmark.
  - He wrote a book called 'Handbook of Gymnastics' for the use of teachers.
- 1909: A department for academic, physical education and gymnastics was opened at the University of Copenhagen.

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## Physical Education in Denmark: Important Facts for the Exam

subject

an account

Key Pioneers

Frans Nachegal

The basis of Nachegal's program

Political Status, Military Necessity, Patriotism

Major Functions/Positions of Nachegal

Private Gymnasium (Copenhagen, 1799), Director of the Sainik Gymnastics Institute (1804), Director of Physical Education of the Country

Government Initiatives

Gymnastics Teachers and Materials in Primary Schools, PE Training in Teacher Training Institutions

Initial Focus

Soldier Requirements

Subsequent system adopted

Swedish (gender) physical education system

Formed for Reform

Committee (which created programmes and 'Handbook of Gymnastics' for schools)

Development of Pedagogical Physical Education

Establishment of the department at the University of Copenhagen (1909)

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## UGC NET Physical Education – Unit 1: Sample MCQs

**Question 1:** According to widely accepted modern theories, which of the following is not considered to be the primary objective of physical education?

- (a) Biological Development: Focusing on the healthy development of physiological systems through physical activity.
- (b) Neuromuscular Development: Enhancing motor skills, coordination and efficient movement patterns.
- (c) Cognitive Development: Acquiring knowledge about rules, strategies, health principles and functioning of the body.
- (d) Professional Athletic Specialisation: It primarily aims to produce outstanding athletes for competitive sports from an early age.
- (e) Emotional Development: Developing positive emotional qualities like sportsmanship, self-control, courage and perseverance.

**Answer:** (d) Professional athletic specialization

**Explanation:**

- **(a) Biological Evolution:** This is a core objective, which emphasizes the physical benefits of physical education, such as better heart health, strength and stamina. *Source: General Principles of Physical Education.*
- **(b) Neuromuscular Development:** **It involves developing** coordination, agility, balance, and reaction time, which are fundamental for movement and skill acquisition. *Source: H. Clark & D. Clark's Objectives.*
- **(c) Cognitive Development:** Physical education provides opportunities to learn about the body, health, sports strategies, and safety, which contributes to intellectual development. *Source: Charles A. Butcher's Objectives.*
- **(d) Professional Athletic Specialisation:** While physical education can identify and nurture talent, its primary purpose in a general educational setting is not to prepare professional athletes. It focuses on the holistic development of all students rather than specialized training for a select few. This is more aligned with sports coaching at a higher level.
- **(e) Emotional Development:** Participating in physical activities helps in

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managing emotions, developing resilience, promoting cooperation and character building. *Source: JB Nash's Objectives.*

**Question 2: Match the** following philosophies of education (List I) with their primary emphasis applied to physical education (List II).

List I (Philosophy)	List II (Emphasis on Physical Education)
(a) Idealism	(i) Emphasis on personal experience, problem solving and learning by doing.
(b) Realism	(ii) Focus on developing moral character, values and mind through physical activities.
(c) Practicality	(iii) Development based on scientific knowledge, facts and the material world; Body training.
(d) Naturalism	(iv) Activities based on the child's natural interests and needs; Learning through play and natural activities.
(e) Existentialism	(v) Emphasis on individual freedom, choice, responsibility and self-discovery through movement.

**Code:**

- (a) (a)-(ii), (b)-(iii), (c)-(i), (d)-(iv), (e)-(v)
- (b) (a)-(iii), (b)-(ii), (c)-(iv), (d)-(i), (e)-(v)
- (c) (a)-(ii), (b)-(i), (c)-(iii), (d)-(v), (e)-(iv)
- (d) (a)-(v), (b)-(iv), (c)-(ii), (d)-(iii), (e)-(i)

**Answer:** (A) (a)-(ii), (b)-(iii), (c)-(i), (d)-(iv), (e)-(v)

**Explanation:**

- **(a) Idealism (Plato):** emphasizes the importance of mind, ideas and values. In physical education, it means development of character, sportsmanship and understanding the 'why' behind actions. *Source: Philosophy of Education.*
- **(b) Realism (Aristotle):** Focuses on the objective world and scientific evidence. In physical education, this means understanding structured training based on physiological principles, biomechanics, and facts. *Source: Philosophy of Education.*

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- **(c) Pragmatism (John Dewey):** Emphasizes practical experience and learning by doing. In physical education, it supports activity-based learning, problem-solving in sports situations, and adapting to new challenges. *Source: Philosophy of Education.*
- **(d) Naturalism (Rousseau):** Believes in following the natural development of the child. In physical education, it means activities associated with natural tendencies, sports, and exploration in the natural environment. *Source: Philosophy of Education.*
- **(e) Existentialism (Sartre, Kierkegaard):** It highlights the freedom of the individual, choice and responsibility in forming his essence. In physical education, it encourages self-expression, choosing activities based on personal meaning, and taking responsibility for the physical development and choices of the individual. *Source: Philosophy of Education.*

**Question 3:** Assertion (A): The main objective of Spartan physical education was to develop strong military citizens.

Reason (R): In the Agoge system in Sparta, boys had to undergo rigorous physical training, discipline, and hardship from a young age to prepare them for battle.

**Code:**

Both (A) and (R) are true, and (R) is the correct explanation of (A).

Both (B) (A) and (R) are true, but (R) is not the correct explanation of (A).

(C) (A) is true, but (R) is false.

(D) (A) is wrong, but (R) is correct.

Both (E) (A) and (R) are wrong.

**Answer:** Both (A) and (R) are true, and (R) is the correct explanation of (A).

**Explanation:**

- **Assertion (A):** Spartan society was highly militaristic, and their education system, including physical training, was geared towards producing physically formidable soldiers and disciplined citizens capable of defending the state. It is a well-established historical fact. *Source: Development of Physical Education in Greece.*
- **Reason (R):** Agoge was a compulsory state-sponsored education and

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training system for all male Spartan citizens (except the firstborn son in ruling households). This included intensive physical conditioning, military exercises, and training in obedience and rigor from the age of seven. This system directly served the purpose stated in the assertion. *Source: Development of Physical Education in Greece.*

- **Relationship:** (R) described in Agoge System was the practical mechanism through which the military objective of Spartan physical education (A) was achieved. Hence, (R) is the correct explanation for (A).

**Q 4:** Which of the following statements best describes the characteristics and importance of entertainment?

- (i) Recreation is always a passive leisure activity.
- (ii) It provides an outlet for excess energy and a means of relaxation and stress reduction.
- (iii) Entertainment is universally pleasurable and has the same meaning for all individuals.
- (iv) It contributes to personal growth, social development and community welfare.
- (v) Participation in recreational activities is often voluntary and motivated by intrinsic motivation.
- (vi) Effective recreational programmes should be designed keeping in mind the diverse age groups, interests and abilities.

**Code:**

- (a) (i), (iii), (v)
- (b) (ii), (iv), (v), (vi)
- (c) (i), (ii), (iv)
- (d) (ii), (iii), (v), (vi)
- (E) All of the above

**Answer:** (b) (ii), (iv), (v), (vi)

**Explanation:**

- **(i) Recreation is always a passive activity done at leisure time:** This is incorrect. Recreation can be active (e.g., sports, hiking) or passive (e.g.,

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reading, listening to music). *Source: Principles and Characteristics of Entertainment.*

- **(ii) It provides an outlet for excess energy and a means of relaxation and stress reduction:** It is a major benefit and characteristic of entertainment. *Source: The Importance of Entertainment.*
- **(iii) Entertainment is universally pleasurable and has the same meaning for all individuals:** it is false. What one person finds amusing, another may not find it. It is highly subjective. *Source: Entertainment Specialties.*
- **(iv) It contributes to personal growth, social development and community well-being:** True. Recreation promotes skills, social bonding and can improve the quality of life in the community. *Source: The Importance of Entertainment.*
- **(v) Participation in recreational activities is often voluntary and motivated by intrinsic motivation:** This is a defining characteristic. People engage in entertainment because they want to do it, because it gives them inherent satisfaction. *Source: Principles of Entertainment.*
- **(vi) Effective recreational programmes should be designed taking into account different age groups, interests and abilities:** true. To be inclusive and beneficial, entertaining offerings must be diverse. *Source: Entertaining programs for different categories of people.*

**Q 5:** Which dimension of well-being is directly related to a person's ability to establish and maintain positive relationships with others and contribute to their community?

- (a) Physical health
- (b) Emotional well-being
- (c) Social welfare
- (d) Intellectual well-being
- (e) Spiritual well-being

**Answer:** (c) Social welfare

**Explanation:**

- **(a) Physical Health:** Deals with maintaining a healthy body through exercise, nutrition and avoiding harmful habits. *Source: Concept of Health.*

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- **(b) Emotional Well-Being:** It involves understanding and dealing with one's emotions, managing stress, and maintaining a positive outlook. *Source: The concept of wellness.*
- **(c) Social Welfare:** This dimension focuses on developing and nurturing healthy relationships, building a support network, feeling a sense of belonging, and contributing to the welfare of the community. This includes effective communication and interpersonal skills. *Source: Dimensions of well-being.*
- **(d) Intellectual Well-Being:** It involves engaging in mentally stimulating activities, lifelong learning, critical thinking, and problem-solving. *Source: Dimensions of well-being.*
- **(e) Spiritual well-being:** is concerned with a sense of purpose and meaning in life, which may or may not include religious beliefs. It involves values, morality, and attachment to something bigger than yourself. *Source: Dimensions of well-being.*

**Match the** following committees/institutions (List I) with their significant contributions or establishments related to physical education in India (List II).

List I (Committee/Institution)	List II (Contributions/Establishments)
(a) YMCA College of Physical Education, Madras (Chennai)	(i) Recommended to integrate Physical Education in the general education system (1948-49).
(b) Central Board of Physical Education and Recreation (CABPER)	(ii) The first college in India to impart systematic teacher training in physical education (1920).
(c) University Education Commission (Dr. Radhakrishnan Commission)	(iii) Established in 1950 to advise the Government on PE matters and to promote its development.
(d) Lakshmbai National College of Physical Education (LNCPE), Gwalior	(iv) National Centre of Excellence for Physical Education, Teacher Training and Research established in 1957.
(e) Kunzru Committee	(v) Submitted a comprehensive report in 1959 recommending measures for promotion of physical education and

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sports.

## Code:

- (a) (a)-(ii), (b)-(iii), (c)-(i), (d)-(iv), (e)-(v)
- (b) (a)-(i), (b)-(ii), (c)-(iii), (d)-(v), (e)-(iv)
- (c) (a)-(ii), (b)-(i), (c)-(v), (d)-(iii), (e)-(iv)
- (d) (a)-(iii), (b)-(iv), (c)-(ii), (d)-(v), (e)-(i)

**Answer:** (A) (a)-(ii), (b)-(iii), (c)-(i), (d)-(iv), (e)-(v)

## Explanation:

- **(a) YMCA College of Physical Education, Madras (Chennai): Founded by Harry Crow Buck in 1920**, it was the first institution in India to provide formal training for physical education teachers. *Source: Development and Growth of Physical Education in India.*
- **(b) Central Advisory Board for Physical Education and Recreation (CABPER): Established in 1950** by the Government of India to guide and advise on policies and programmes for physical education and recreation. *Source: Development and Growth of Physical Education in India.*
- **(c) University Education Commission (Dr. In its 1948-49 report**, this commission emphasized the need for physical education in universities and colleges as an integral part of education. *Source: Growth and Development of Physical Education in India.*
- **(d) Lakshmbai National College of Physical Education (LNCPE), Gwalior (now LNIPE): Established as a national institute in 1957** to provide high quality teacher training and to promote research in physical education. *Source: Development and Growth of Physical Education in India.*
- **(e) Kunzru Committee: This committee constituted in 1959** under the chairmanship of Pandit Hriday Nath Kunzru made important recommendations for improving the standards of physical education, sports and recreation in the country. *Source: Development and Growth of Physical Education in India.*

**Assertion** (A): Play acts as a powerful socializing agency, transmitting

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cultural values and norms to the participants.

Reason (R): Through participation in sports, individuals learn teamwork, discipline, respect for rules and fair play, which are valuable social qualities.

## Code:

Both (A) and (R) are true, and (R) is the correct explanation of (A).

Both (B) (A) and (R) are true, but (R) is not the correct explanation of (A).

(C) (A) is true, but (R) is false.

(D) (A) is wrong, but (R) is correct.

Both (E) (A) and (R) are wrong.

**Answer:** Both (A) and (R) are true, and (R) is the correct explanation of (A).

## Explanation:

- **Assertion (A):** Play is widely recognized by sociologists as a social institution that plays an important role in the socialization process. It reflects and reinforces social values, beliefs, and norms. *Source: Social Aspects of Games – Games as a Socialization Agency.*
- **Reason (R):** The structured environment of sport, with its rules, team dynamics, and emphasis on effort and achievement, provides a context where individuals inculcate cooperation, discipline, adherence to regulations (rules), and ethical conduct (fair play). Such as imbibe important social values. These transfer directly into wider social life. *Sources: Social Values, Sports Leadership.*
- **Relationships:** The specific values and behaviors learned through games, as explained in (R), are the mechanisms by which play acts as a socialization agency (A). Hence, (R) correctly interprets (A).

**Q 8:** Select the true statements regarding ancient and modern Olympic Games.

(i) The ancient Olympic Games were held in honor of the Greek god Zeus at Olympia.

(ii) Only male athletes of Greek origin were allowed to participate in the ancient Olympics.

(iii) Baron Pierre de Coubertin is credited with reviving the modern

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Olympic Games in Athens in 1896.

(iv) The Olympic motto "Citius, Altius, Fortius" means "faster, higher, stronger".

(v) Women were allowed to compete in all events right from the first modern Olympic Games in 1896.

(vi) The five Olympic rings represent the participating five continents (Africa, America, Asia, Europe, Oceania) at the time of their design.

**Code:**

(a) (i), (ii), (iii), (iv), (vi)

(b) (i), (iii), (iv), (v)

(c) (ii), (iii), (v), (vi)

(d) (i), (ii), (iii), (iv), (v), (vi)

(e) (i), (ii), (iv), (vi)

**Answer:** (a) (i), (ii), (iii), (iv), (vi)

**Explanation:**

- **(i) The ancient Olympic Games were held in Olympia in honor of the Greek god Zeus:** True. These games were a religious and athletic celebration. *Source: Ancient Olympic Games.*
- **(ii) Only male athletes of Greek descent who were free citizens and had no criminal record were allowed to compete in the ancient Olympics:** Truth. Women, slaves and non-Greeks were not included in it. *Source: Ancient Olympic Games.*
- **(iii) Baron Pierre de Coubertin is credited with reviving the modern Olympic Games in Athens in 1896:** true. He was the driving force behind the modern Olympic movement. *Source: Modern Olympic Games.*
- **(iv) The Olympic motto "Citius, Altius, Fortius" means "Fast, High, Strong":** True. This motto was proposed by Coubertin in 1894. (Note: "Communitor" - together, was added in 2021). *Source: Modern Olympic Games.*
- **(v) Women were allowed to take part in all events right from the first modern Olympic Games in 1896:** incorrect. Women's participation began gradually. He first competed in some sports, such as tennis and golf, at the 1900 Paris Olympics, but not all of the

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events. *Source: Modern Olympic Games.*

- **(vi)** The five Olympic rings represent the participating five continents (Africa, America, Asia, Europe, Oceania) at the time of their design: True. The interconnected rings symbolize the unity of these continents through the Olympic Movement. *Source: Modern Olympic Games.*

**Q 9:** Which of the following is the primary governing body responsible for promoting the Olympic movement in India and selecting athletes to represent India at the Olympic Games, Asian Games and Commonwealth Games?

- (a) Sports Authority of India (SAI)
- (b) Ministry of Youth Affairs and Sports (MYAS)
- (c) Indian Olympic Association (IOA)
- (d) National Anti-Doping Agency (NADA)
- (e) All India Council of Sports (AICS)

**Answer:** (c) Indian Olympic Association (IOA)

**Explanation:**

- **(a) Sports Authority of India (SAI):** SAI is the apex national sports body of India, responsible for training athletes, maintaining sports infrastructure and implementing sports development schemes. While it prepares athletes, the IOA is responsible for their selection and representation in these specific multi-sport events. *Source: Structure and functions of national bodies.*
- **(b) Ministry of Youth Affairs and Sports (MYAS):** **It is the government ministry responsible for** policy-making, funding, and overall promotion of sports and youth development in India. It oversees institutions like SAI and provides support to the IOA. *Source: Structure and functions of national bodies.*
- **(c) Indian Olympic Association (IOA):** The IOA is the body responsible for selecting athletes to represent India in the Olympic Games, Asian Games, Commonwealth Games and other international multi-sport competitions. It also promotes the Olympic Movement within India. It is recognized by the International Olympic Committee (IOC). *Source: Structure and functions of national bodies.*

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- **(d) National Anti-Doping Agency (NADA):** NADA is responsible for implementing anti-doping programs in India, ensuring fair play and drug-free sports. *Source: Structure and functions of national bodies.*
- **(e) All India Council of Sports (AICS):** It is an advisory body to the Government of India on matters related to the promotion and development of sports in the country. *Source: Structure and functions of national bodies.*

**Q 10:** Match the major sports awards (List I) in India with their main achievement category (List II).

List I (Awards)	List II (Category of Achievement)
(a) Major Dhyan Chand Khel Ratna Award	(i) For lifetime achievement in sports by sportspersons.
(b) Arjuna Award	(ii) For outstanding coaches in sports and games.
(c) Dronacharya Award	(iii) For the best and most outstanding performance by a sportsperson during the last four years.
(d) Major Dhyan Chand Award	(iv) For outstanding performance by a sportsperson consecutively for four years.
(e) Rashtriya Khel Protsahan Puraskar	(v) Institutions (Corporates, Sports Control Boards, NGOs) for promotion and development of sports;

**Code:**

- (a) (a)-(iii), (b)-(iv), (c)-(ii), (d)-(i), (e)-(v)
- (b) (a)-(iv), (b)-(iii), (c)-(i), (d)-(ii), (e)-(v)
- (c) (a)-(i), (b)-(ii), (c)-(iii), (d)-(iv), (e)-(v)
- (d) (a)-(iii), (b)-(i), (c)-(iv), (d)-(v), (e)-(ii)

**Answer:** (A) (a)-(iii), (b)-(iv), (c)-(ii), (d)-(i), (e)-(v)

**Explanation:**

- **(a) Major Dhyan Chand Khel Ratna Award:** It is India's highest sporting honour. It is given for the most spectacular and outstanding performance done by a player over a period of the last four years. *Source: Major honors and awards in sports.*

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- **(b) Arjuna Award:** Given for outstanding performance continuously for four years. It recognises excellence in sports. *Source: Major honors and awards in sports.*
- **(c) Dronacharya Award:** The award has been instituted to honour eminent coaches who have successfully trained sportspersons or teams, enabling them to achieve outstanding results in international competitions. *Source: Major honors and awards in games and sports.*
- **(d) Major Dhyan Chand Award (for Lifetime Achievement):** This award is given for lifetime contribution to the development of sports. It honours those who have contributed to sports with their performances and continue to contribute to the promotion of sports even after retiring from an active sports career. *Source: Major honors and awards in games and sports.*
- **(e) Rashtriya Khel Protsahan Puraskar:** It is given to corporate entities (both private and public sector), sports control boards, NGOs, sports bodies at state and national level, including those who have played a significant role in the field of promotion and development of sports. *Source: Major honors and awards in sports.*

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1. A cricket coach compared 3 training groups having 10 players in each group by using one-way analysis of variance (ANOVA). Result revealed sum of squares between groups (SS) = 134.6 and sum of squares within groups (SS) = 110.1. What is the value of the F-ratio?

- (a) 15.60
- (b) 16.60
- (c) 16.05
- (d) 16.50

Ans. (d):

2. Execute backstroke with a firm wrist and with bow pointed down is an example of which type of goal?

- (a) Outcome goal
- (b) Performance goal
- (c) Process goal
- (d) Measurable goal

Ans. (c):

3. The advantages of groundwater are:

- A. It usually requires no treatment
- B. It is high in mineral content
- C. It is likely to be free from pathogenic agents
- D. It requires pumping to lift the water

Choose the correct answer from the options given below:

- (a) B, C, D Only / केवल B, C, D
- (b) A, B, C Only / केवल A, B, C
- (c) A, B Only / केवल A, B
- (d) A, C Only / केवल A, C

Ans. (d):

4. The experience of physiological changes associated with anxiety is called:

- (a) Somatic anxiety
- (b) Cognitive anxiety
- (c) Trait anxiety
- (d) State anxiety

Ans. (a):

5. Match List-I with List-II:

List-I (Training Terms)	List-II (Meaning)
A. Intensity	I. A quantitative element of training that can be measured as time or duration

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B. Volume	II. The qualitative element of training such as speed, power
C. Density	III. Intensity determined by dividing the total volume load by the total number of repetitions
D. Training frequency	IV. The frequency of training within a given time frame

Choose the correct answer from the options given below:

- (a) A-I, B-III, C-II, D-IV
- (b) A-II, B-I, C-IV, D-III
- (c) A-IV, B-III, C-II, D-I
- (d) A-II, B-IV, C-I, D-III

Ans. (b):

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6. Write the correct sequential order of training factors in the bottom-up approach of a training factors pyramid.

- A. Technical training
- B. Tactical training
- C. Physical training
- D. Psychological and mental training

Choose the correct answer from the options given below:

- (a) B, C, A, D
- (b) D, A, B, C
- (c) C, A, B, D
- (d) C, B, A, D

Ans. (c):

7. Arrange the stages in endochondral ossification occurring in a long bone.

- A. Cartilage in the center of the diaphysis calcifies and then cavities
- B. The periosteal bud invades the internal cavities and spongy bone forms

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- C. The epiphyses ossify
  - D. Formation of bone collar around hyaline cartilage model
  - E. The diaphysis elongates and medullary cavity forms
- Choose the correct answer from the options given below:

- (a) D, A, B, E, C
- (b) A, B, E, D, C
- (c) D, C, A, B, E
- (d) C, D, B, A, E

Ans. (a):

8. What occurs when ionic compounds are formed?

- (a) Oxidation reactions
- (b) Exergonic reactions
- (c) Helix Beta Pleated reactions
- (d) Redox reactions

Ans. (d):

9. Write the correct sequential order of steps in the control process used by sports managers.

- A. Reinforcing performance at or above expectations.
- B. Analyzing and correcting deviation from standards.
- C. Accurately measuring performance.
- D. Establishing performance standards.
- E. Comparing the performance with established standards.

Choose the correct answer from the options given below:

- (a) A, B, C, D, E
- (b) D, C, E, B, A
- (c) E, C, A, D, B
- (d) C, A, D, B, E

Ans. (b):

10. When was the Urban Malaria Scheme launched?

- (a) 1972
- (b) 1974
- (c) 1971
- (d) 1970

Ans. (c):

11. Find the correct sequence of the following sports skill tests in ascending order according to the year in which these were constructed/published.

- A. Poole Badminton test
- B. Hewitt Tennis achievement test
- C. AAHPER volleyball test
- D. French short serve test
- E. Knox Basketball test

Choose the correct answer from the options given below:

- (a) D, E, C, B, A

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- (b) D, B, E, C, A
  - (c) E, D, B, C, A
  - (d) D, E, B, C, A
- Ans. (c):

12. If  $N = 10$  and rank order correlation ( $\rho$ , rho) = 0.80, then what is the value of  $\Sigma d^2$ ?

- (a) 32
- (b) 33
- (c) 34
- (d) 36

Ans. (b):

Given:

$$N = 10, \rho = 0.80$$

Using the formula:

$$\rho = 1 - (6 \Sigma d^2) / [N (N^2 - 1)]$$

$$0.80 = 1 - (6 \Sigma d^2) / [10 (10^2 - 1)]$$

$$0.80 = 1 - (6 \Sigma d^2) / 990$$

$$0.20 = (6 \Sigma d^2) / 990$$

$$\Sigma d^2 = (0.20 \times 990) / 6 = 3313.$$

13. Which is not an example of an invasion game?

- (a) Team Handball
- (b) Soccer
- (c) Tennis
- (d) Hockey

Ans. (c):

14. Sequentially arrange the following steps of item analysis:

- A. Separate answer sheets into upper, lower, and middle groups.
- B. Record the number of frequencies in upper and lower groups.
- C. Calculate the Index of Difficulty.
- D. Score the tests.
- E. Arrange answer sheets from high to low scores.

Choose the correct answer from the options given below:

- (a) D, C, E, A, B
- (b) D, E, A, C, B
- (c) D, A, E, B, C
- (d) D, E, A, B, C

Ans. (d):

15. Which of the following are correct about the Sports Anxiety Scale-2 (SAS-2, 2006)?

- A. SAS-2 consists of 21 items.
- B. SAS-2 items assess somatic anxiety, worry, and concentration disruption.
- C. All items are scored on a 4-point scale.

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D. No item has reverse scoring.

E. SAS-2 has seven items for each scale.

Choose the correct answer from the options given below:

(a) A, B, C, E Only

(b) A, B, E Only

(c) B, C, E Only

(d) B, C, D Only

Ans. (d):

### 16. Match the List I with List-II

LIST - I (Essential fatty acids)	LIST - II (Dietary source )
A. Linoleic acid	I. Fish oil
B. Arachidonic acid	II. Leafy greens
C. Linolenic acid	III. Milk
D. Eicosapentaenoic acid	IV. Corn oil

Choose the correct answer from the options given below:

(a) A - III, B - I, C - II, D - IV

(b) A - IV, B - I, C - II, D - III

(c) A - III, B - IV, C - I, D - II

(d) A - IV, B - III, C - II, D - I

Ans. (d)

### 17. Match the List - I with List - II

LIST-1 (Olympic Games opened by )	LIST-II (Host city)
A. H. M. King Albert	I. Sydney (2000)
B. Sir William Deane	II. Seoul (1988)
C. President Roh Tae Woo	III. Antwerp (1920)
D. President Hu Jintao	IV. Beijing (2008)

Choose the correct answer from the options given below:

(a) A - I, B - II, C - III, D - IV

(b) A - III, B - II, C - IV, D - I

(c) A - III, B - I, C - II, D - IV

(d) A - II, B - IV, C - I, D - III

Ans. (c)

### 18. When the null hypothesis is accepted and symbolically we can express it as:

(a) = PHO

(b) = PHO

(c) Pilo

(d) Po

Ans. (a)

### 19. Which of the following statements are correct for standard scores?

A. Mean of standard scores is 0.

B. Standard deviation of standard scores is 1.

C. Standard scores is free from units.

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D. Limits of standard scores are = 2

E. Standard scores are always positive.

Choose the correct answer from the options given below:

(a) A, B, C, E Only

(b) A, B, C Only

(c) B, C, D Only

(d) A, B, D Only

Ans. (b)

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20. If mean of  $X$ ,  $X + 4x + 7$ ,  $2x + 5$ ,  $x + 10$  is 10, then which is the mean of the last four scores?

Options:

(a) 11

(b) 12.5

(c) 9.5

(d) 11.5

Ans. (d)

21. Which of the following comes under informal design?

A. Before-and-after without control

B. After-only control

C. Latin square design

D. Before and after with control

E. Completely randomized

Choose the correct answer from the options given below:

(a) B, C, E Only

(b) A, B, C Only

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## Physical Education PYQ (2016- JAN 2025) Question Pattern and Trend Analysis

### 1. Questions of types in diversity:

- **Factual identification:** Questions based on direct identification of sports history (Olympics, Asian Games, Commonwealth Games - years, venues, mascots, medalists), sports awards, organizations (IOC, IOA, SAI), philosophy (idealism, naturalism, behaviorism), anatomy (muscles, bones, joints), sports terminology, rules, measurements, famous players and their sports, books and authors. (Example: When was badminton included in the Olympics? Neeraj Chopra's throw? Author of 'Email'?)
- **Conceptual clarity:** Questions test a deep understanding of physical education principles, exercise physiology (energy systems, oxygen debt, VO<sub>2</sub> max), kinesiology/biomechanics (levers, laws of motion, forces), sports training (principles, load, duration, cycling), sports psychology (motivation, anxiety, aggression, personality), health education (nutrition, disease, first aid), management (planning, organization, leadership) and research methods. (Example: What is the female athlete triad? What is synchronized muscle contraction? What is tapering?)
- **Calculation/formula based:** Computational questions related to biomechanics (force, velocity, acceleration), statistics (mean, median, standard deviation, correlation, t-test, ANOVA, chi-square), tests and measurements (fitness index, BMI, skinfold). (Example: Fitness index of Harvard Step test, value of t from rank order correlation).
- **Assertion and reason (Assertion & Reason):** Questions evaluating the principles, implications and relationships of different areas of physical education (physiology, psychology, training, etc.). (Example: A: Improvement in physical condition based on overload theory... R: According to overload theory...)
- **Match (Matching):** Questions matching philosophy to lecturer, muscles to function, test items to test batteries, vitamins/minerals to deficiency diseases, sports organizations to year of establishment, awards to players.
- **Chronological sequence (Chronological Order):** Questions ranging from year of organization of Olympic/Asian Games, stages of training cycles, stages of research process, years of creation of skill tests, historical events or establishment of institutions.

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- **Multiple-optional statement (Multiple Correct Statements):** Questions identify a set of true or false statements from among several statements about a concept (e.g. factors limiting VO<sub>2</sub> max, training principles), test (e.g. SAI Hockey Test), scheme (e.g. Khelo India), or condition (e.g. obesity, water pollution).
- **Article based question (Passage-based Questions):** Passages based on topics such as sports training, testing and measurement, or sports psychology ask questions related to understanding, analysis, calculation and drawing conclusions. (Example: Badminton knowledge test analysis, vertical jump test analysis, paragraph on female bodybuilding).

## 2. Difficulty level and skill test:

- The exam tests factual recall as well as deep understanding of concepts, application of principles, data analysis and interpretation skills.
- Calculation based questions demand accuracy and formula knowledge.
- Assertion-reason and multiple-statement questions assess analytical ability.
- Paragraph based questions test data interpretation and problem-solving skills.

## 3. The latest trend:

- Questions on Khelo India program and new sports policies.
- Emphasis on Applied Sports Science like performance analysis, talent identification.
- Contemporary issues such as doping, sports ethics, female athlete triad.
- Focus on advanced tests in statistics (e.g. ANCOVA, Factor Analysis – though fewer questions) and research designs.
- Awareness on para-sports and adapted physical education.

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## Subject-object focus And Importance:

- **Exercise verb science (Exercise Physiology):** Energy systems, oxygen debt, VO<sub>2</sub> max, effects of exercise on cardio-respiratory system, muscular adaptations, fatigue, altitude and heat/cold exercise.
- **The game training (Sports Training):** Principles of training (overload, specificity, reversibility), components of load (intensity, volume, density), periodization (meso, micro, macro cycles), development of strength, speed, endurance, flexibility and coordination, tapering, overtraining.
- **Kinesiology and biomechanics (Kinesiology & Biomechanics):** Laws of motion, lever, force, center of gravity, balance, projective motion, action of muscles, analysis of motion.
- **Health education and the game treatment (Health Education & Sports Medicine):** Nutrition (carbohydrates, fats, proteins, vitamins, minerals), balanced diet, obesity, infectious/non-infectious diseases, first aid (sports injuries – sprains, strains, fractures, snakebites), doping, massage.
- **Test, measurement and evaluation (Test, Measurement & Evaluation):** Testing Criteria (Validity, Reliability, Objectivity), Physical Fitness Tests (AAHPERD, SAI, Harvard Step Test, Cooper Test), Skill Tests (for various sports), Body Composition Measurements (BMI, Skinfold, Hydrostatic Weighing), Statistical Analysis.
- **The game psychology (Sports Psychology):** Motivation (intrinsic/extrinsic), anxiety, stress, aggression, personality, goal setting, group cohesion, leadership, mental toughness.
- **Physical education of history and visit:** Ancient Olympics (Stade Races, Dolichos), Modern Olympics, Asian Games, Commonwealth Games, Development of Physical Education in India (YMCA, HVPM, SAI, Khelo India), Various philosophical ideologies (Idealism, Naturalism, Behaviorism, Realism, Existentialism).
- **The game management (Sports Management):** Planning, organization, staffing, leadership, controlling, budgeting, facilities, sports marketing, supervision.
- **Research method and statistics (Research Methodology & Statistics):** Types of research, hypothesis, sampling, research design, statistical tests (t-test, ANOVA, ANCOVA, correlation, chi-square).

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## Unit 1: History, Principles and Foundations of Physical Education

### History:

- **Ancient olympics:** Beginnings (776 BC), sports (stead races, dolichos, pankration), myths (Zeus, Hera).
- **Modern olympics:** Inception, Centenary Olympics (Atlanta), mascots (Sam, Vinicus, Fivos/Athena, Izzy - in order), inclusion of badminton (1992).
- **Asian the game:** Event cities (Manila, Tehran, Busan, Incheon – in order).
- **Commonwealth the game:** Host city (Edinburgh – twice), Commonwealth Youth Games (Bendigo, Pune, Samoa, Bahamas – in order).
- **India in development:** YMCA College (1920), HVPM Amravati (summer courses - 1928), CAHPBER (1950), All India Sports Council (1954), Lakshmibai National Institute of Physical Education (not mentioned), SAI, Khelo India (launched - 2018, events, winter sports).
- **Germany in development:** Guts Muths, John Basedow, Friedrich Ludwig John, Adolf Spiess (order).
- **Other:** United States Military Academy (1802).
- **Visit:**

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## PHYSICAL EDUCATION ONELINERS

- Question:** Who is considered the 'Father of the Modern Olympic Games' and founded the International Olympic Committee (IOC) in 1894?  
**Answer:** Pierre de Coubertin.
- Question:** The first modern Olympic Games were held in Athens, Greece, in which year?  
**Answer:** 1896.
- Question:** The principle of 'Overload' in sports training states that for improvements to occur, the body must be subjected to what kind of stress?  
**Answer:** Stress greater than it is accustomed to.
- Question:** What is the standard length and width of a volleyball court as per the Fédération Internationale de Volleyball (FIVB) rules?  
**Answer:** 18 meters x 9 meters.
- Question:** The 'Fartlek' training method, which means "speed play" in Swedish and involves varying pace over different terrains, was developed by whom?  
**Answer:** Gösta Holmér.
- Question:** The study of human movement from the perspectives of mechanics and anatomy is known by what term?  
**Answer:** Kinesiology.
- Question:** What is the standard distance of a full

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marathon race, as established in the 1908 London Olympics?

**Answer:** 42.195 kilometers (26 miles and 385 yards).

8. **Question:** The 'YMCA College of Physical Education' in Chennai, a pioneering institution in India, was established in 1920 by whom?

**Answer:** Harry Crowe Buck.

9. **Question:** The 'Interval Training' method was systematically developed and popularized by which Czech long-distance runner?

**Answer:** Emil Zatopek.

10. **Question:** In basketball, how many seconds does a team have to move the ball from their backcourt to the frontcourt?

**Answer:** 8 seconds.

11. **Question:** The 'Wind-Gate Test' is a 30-second anaerobic test primarily used to measure what capacity?

**Answer:** Anaerobic power and capacity.

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12. **Question:** The 'Vital Capacity' of the lungs is the

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maximum amount of air a person can expel after what action?

**Answer:** A maximum inhalation.

13. **Question:** The 'Lakshmbai National Institute of Physical Education' (LNIPE), a premier institution, was established in 1957 in which city?

**Answer:** Gwalior.

14. **Question:** In athletics, what is the standard weight of the men's shot put implement?

**Answer:** 7.26 kg (16 pounds).

15. **Question:** The philosophical ideal of 'Olympism', which seeks to blend sport with culture and education, was conceived by whom?

**Answer:** Pierre de Coubertin.

16. **Question:** The term 'Periodization' in sports training, referring to the systematic planning of training into cycles (macro, meso, micro), was developed by which Russian sports scientist?

**Answer:** Lev Matveyev.

17. **Question:** What is the standard length and width of a standard 400m running track?

**Answer:** 400 meters in length with two semicircles and two straightaways.

18. **Question:** The 'Lordosis' posture defect is characterized by an excessive inward curvature of which part of the spine?

**Answer:** Lumbar spine (lower back).

19. **Question:** The 'Drop Shot' is a tactical stroke in badminton and tennis where the shuttlecock or ball is hit to land just over what?

**Answer:** The net.

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20. **Question:** The 'Circuit Training' method was developed in the 1950s at the University of Leeds by which two individuals?

**Answer:** R.E. Morgan and G.T. Anderson.

21. **Question:** What is the duration of one half in a standard game of field hockey?

**Answer:** 30 minutes (as per recent rule changes, it's often played in 15-minute quarters).

22. **Question:** The 'Newton's Third Law of Motion' (action-reaction) is a fundamental principle in which branch of sports science?

**Answer:** Biomechanics.

23. **Question:** The 'Sports Authority of India' (SAI) was established by the Government of India in which year?

**Answer:** 1984.

24. **Question:** In Kabaddi, a 'Super Raid' is declared when a raider scores how many or more touch points?

**Answer:** Three or more.

25. **Question:** 'Isotonic' muscle contraction is one where the muscle changes length against a constant what?

**Answer:** Tension or load.

26. **Question:** The 'Dronacharya Award' in India is given to honor whom in the field of sports?

**Answer:** Coaches.

27. **Question:** The 'Harvard Step Test', developed in 1943, is used to measure what component of fitness?

**Answer:** Cardiovascular fitness (aerobic fitness).

28. **Question:** The term 'Doping' in sports refers to the use of banned substances. The World Anti-Doping Agency (WADA) was established in which year?

**Answer:** 1999.

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29. **Question:** A 'knock-out' or elimination tournament with 16 teams will require how many matches to determine a winner?

**Answer:** 15 matches (N-1).

30. **Question:** The term 'Kyphosis' refers to an exaggerated outward curvature of which part of the spine?

**Answer:** Thoracic spine (upper back).

31. **Question:** The Olympic motto 'Citius, Altius, Fortius' means what in English?

**Answer:** Faster, Higher, Stronger.

32. **Question:** In football (soccer), what is the distance of the penalty spot from the goal line?

**Answer:** 11 meters (12 yards).

33. **Question:** 'Oxygen Debt' (or EPOC) is a physiological concept developed by which Nobel Prize-winning British physiologist?

**Answer:** Archibald Hill.

34. **Question:** The 'Arjuna Award' was instituted by the Government of India in which year to recognize outstanding achievement in sports?

**Answer:** 1961.

35. **Question:** A 'Round Robin' or league tournament where 5 teams participate will have how many matches in a single league format?

**Answer:** 10 matches  $(N(N-1)/2)$ .

36. **Question:** The 'Libero' is a specialized defensive player in which sport, known for wearing a different colored jersey?

**Answer:** Volleyball.

37. **Question:** The 'Scoliosis' postural deformity is characterized by what kind of curvature of the spine?

**Answer:** A lateral (sideways) curvature.

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38. **Question:** The 'Cooper Test', a 12-minute run test, was designed by Kenneth H. Cooper in the 1960s to measure what?

**Answer:** Aerobic fitness (VO<sub>2</sub> max).

39. **Question:** The 'transfer of training' principle suggests that skills learned in one activity can influence the learning of another. What type of transfer occurs when one skill hinders another?

**Answer:** Negative Transfer.

40. **Question:** The first Asian Games were held in 1951 in which city?

**Answer:** New Delhi, India.

41. **Question:** What is the maximum permitted weight for a table tennis racket according to ITTF rules?

**Answer:** There is no maximum weight limit.

42. **Question:** The 'Trait Theory' of leadership suggests that leaders are born with certain innate qualities. This is in contrast to which theory that emphasizes learning and experience?

**Answer:** Behavioral Theory.

43. **Question:** In sports psychology, the inverted-U hypothesis describes the relationship between performance and what other factor?

**Answer:** Arousal (or anxiety).

44. **Question:** What is the standard height of the basket from the floor in a game of basketball?

**Answer:** 10 feet (3.05 meters).

45. **Question:** The 'Mesomorph' body type in Sheldon's somatotyping is characterized by what physical trait, making it ideal for many sports?

**Answer:** A muscular build.

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46. **Question:** The 'Bunker' is a type of hazard filled with sand, found in which sport?

**Answer:** Golf.

47. **Question:** The 'Progressive Resistance Exercise' (PRE) principle, fundamental to strength training, was medically established by which US Army physician in the 1940s?

**Answer:** Thomas Delorme.

48. **Question:** The term 'Checkmate' signifies the end of the game in which sport?

**Answer:** Chess.

49. **Question:** The 'National Sports Day' in India is celebrated on August 29th to mark the birth anniversary of which legendary hockey player?

**Answer:** Dhyan Chand.

50. **Question:** What type of joint is the shoulder joint, allowing for the greatest range of motion in the human body?

**Answer:** Ball and socket joint.

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## Physical Education Thinker Tool Kit Sample

### 1. Johann Christoph Friedrich GutsMuths (1759–1839)

#### Introduction

- A German teacher and educational reformer, widely known as one of the "Grandfathers of Modern Physical Education."
- He was a leading figure in the Philanthropinist movement, which advocated for practical and child-centered education.
- For nearly 50 years, he taught at the Schnepfenthal Institute, where he put his educational theories into practice.
- He is credited with systemizing gymnastics and introducing it as a formal subject in the school curriculum.
- His work laid the scientific and pedagogical foundation for the German gymnastics movement.



#### Key Concepts / Contributions

- **Systematic Gymnastics:** He developed a systematic and progressive form of gymnastics that included exercises for physical development, military fitness, and recreation.
- **"Gymnastics for the Youth":** His book of the same name was the first modern, systematic textbook for physical education. It classified exercises and provided detailed instructions.
- **Outdoor Education:** He was a strong advocate for conducting physical activities outdoors in nature to promote health and a love for the natural world.
- **Holistic Development:** GutsMuths believed that physical education was essential for the harmonious development of the mind, body, and spirit.
- **Moral and Character Development:** He saw physical education as a tool for developing courage, self-control, discipline, and fairness.
- **Inclusion of Games and Swimming:** His program was not limited to gymnastics; he also wrote extensively about the educational value of games, and he authored the first book on the art of swimming.
- **Apparatus Development:** He developed and utilized various pieces of gymnastic apparatus, including the balancing beam, climbing poles, and ropes.
- **Pedagogy of Physical Education:** He emphasized the importance of trained teachers, progressive difficulty in exercises, and safety precautions, establishing a pedagogical framework for the subject.

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- **Influence on Jahn:** His work directly influenced Friedrich Ludwig Jahn, the "Father of German Gymnastics," who built upon GutsMuths' systematic approach.

## Key Books with Publication

- **Gymnastics for the Youth (Gymnastik für die Jugend) (1793):** This is his most important work and the first modern manual on gymnastics. It was widely translated and became influential across Europe.
- **Games for Practice and Recreation of Body and Spirit (Spiele zur Übung und Erholung des Körpers und Geistes) (1796):** A comprehensive book that cataloged and described over 100 outdoor and indoor games, promoting their educational value.
- **Kleines Lehrbuch der Schwimmkunst (A Small Manual of the Art of Swimming) (1798):** The first book dedicated to the methodology of teaching swimming.

## Fact

- GutsMuths kept meticulous records of his students' physical development at the Schnepfenthal Institute for nearly 50 years, creating one of the earliest longitudinal studies on the effects of systematic physical exercise.

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## 2. Per Henrik Ling (1776–1839)

### Introduction

- A Swedish physical education pioneer, therapist, and writer, known as the "Father of Swedish Gymnastics."
- He developed a system of gymnastics based on the principles of anatomy and physiology.
- He founded the Royal Central Institute of Gymnastics in Stockholm in 1813, which became a world-renowned center for physical education.
- His system aimed to promote health and correct physical defects through carefully prescribed movements.
- Ling's approach was more scientific and medical compared to the nationalistic and apparatus-heavy German system.



### Key Concepts / Contributions

- **The "Swedish System" of Gymnastics:** Ling developed a comprehensive system that he divided into four distinct branches:
  1. **Pedagogical (Educational) Gymnastics:** To develop the body harmoniously.
  2. **Medical Gymnastics:** To correct bodily defects and cure diseases through specific movements (the precursor to modern physiotherapy).
  3. **Military Gymnastics:** To enhance the strength and fitness of soldiers.
  4. **Aesthetic Gymnastics:** To express feelings and emotions through movement.
- **Scientific Principles:** His system was founded on the laws of anatomy, physiology, and kinesiology. He believed every movement should have a specific purpose and effect on the body.
- **"Free-Standing" Exercises:** The Swedish system emphasized "free-standing" exercises performed without apparatus, focusing on posture, flexibility, and controlled movement.
- **Therapeutic Movement:** He is a key figure in the history of physical therapy. His "medical gymnastics" used active and passive movements to treat physical ailments.
- **Progressive and Systematic Approach:** Exercises were carefully graded and arranged in a specific sequence within a "day's order" to produce a balanced physiological effect.
- **Teacher Training:** He established a rigorous training program for teachers at the Royal Central Institute, ensuring his methods were taught correctly and consistently.
- **Apparatus:** While his system focused on free-standing movements, he did develop some specific apparatus, including the stall bars, the Swedish vaulting

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box, and beams.

- **Holistic Aim:** Ling believed his system could create a "perfect man" by developing the body, mind, and spirit in harmony.

## Key Books with Publication

- Per Henrik Ling was primarily a teacher and systematizer, not a prolific writer. His main principles were documented in his work **The General Principles of Gymnastics**, which was compiled and published posthumously by his students in 1840. His legacy was mainly spread through the graduates of his institute.

## Fact

- Per Henrik Ling was also a respected poet and was elected as a member of the prestigious Swedish Academy, the body that now awards the Nobel Prize in Literature.

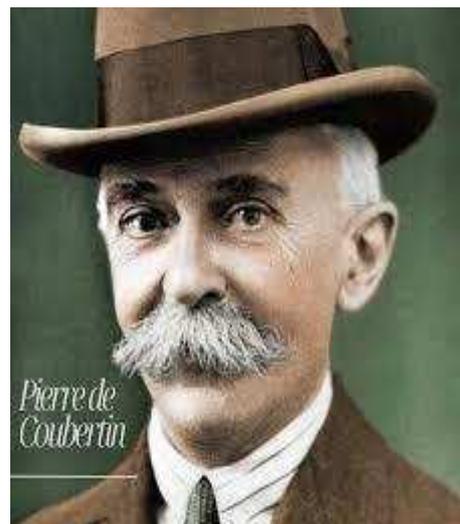
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## 3. Baron Pierre de Coubertin (1863–1937)

### Introduction

- A French educator, historian, and the founder of the modern Olympic Games.
- He was a strong advocate for the inclusion of physical education in French schools, inspired by the British public school system.
- He founded the International Olympic Committee (IOC) in 1894 and served as its president for nearly 30 years.
- His life's work was dedicated to promoting international understanding and peace through sport.
- He is considered the "Father of the Modern Olympics" and the philosophical founder of the Olympic Movement.



### Key Concepts / Contributions

- **Revival of the Olympic Games:** He conceived of and successfully revived the ancient Olympic Games as a modern, international, multi-sport event, with the first games held in Athens in 1896.
- **Olympism:** Coubertin developed the philosophy of "Olympism," which he defined as a philosophy of life that blends sport with culture and education. It seeks to create a way of life based on the joy of effort, the educational value of good example,<sup>1</sup> and respect for universal<sup>2</sup> ethical principles.
- **"Citius, Altius, Fortius":** He proposed the famous Olympic motto, which means "Faster, Higher, Stronger," to encourage athletes to strive for personal excellence.
- **Internationalism and Peace:** He saw the Olympic Games as a powerful tool to bring young people from all over the world together, fostering peace, friendship, and cross-cultural understanding.
- **Amateurism:** He was a staunch defender of amateurism in sport, believing that participation should be for the love of the game and for physical and moral development, not for financial gain.
- **The Olympic Creed:** He is famously associated with the creed: "The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle."
- **Educational Value of Sport:** Inspired by the English public schools, he believed that organized sport was essential for character development, teaching values like fair play, teamwork, and respect for rules.
- **Integration of Art and Sport:** He envisioned the Olympics as a festival that celebrated not just athletics but also art, literature, and music, and he initiated art competitions at the early Games.

### Key Books with Publication

- **Pédagogie Sportive (Sports Pedagogy) (1922):** A comprehensive work outlining

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his philosophy on the educational value of sport.

- **Mémoires Olympiques (Olympic Memoirs) (1931):** His personal account of the revival of the Olympic Games and the challenges of the early Olympic Movement.

## Fact

- Baron Pierre de Coubertin himself won an Olympic gold medal. At the 1912 Stockholm Games, he won the prize for literature with his poem "Ode to Sport," which he entered under a pseudonym.

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## 4. Johann Bernhard Basedow (1724–1790)

### Introduction

- A German educational reformer and a key figure in the Philanthropinist movement.
- Influenced by the ideas of Jean-Jacques Rousseau, he sought to create a more practical and child-friendly form of education.
- In 1774, he founded the Philanthropinum in Dessau, a model school that became famous throughout Europe for its innovative teaching methods.
- He was one of the first modern educators to make physical education an essential and integral part of the school curriculum.
- His work marked a significant shift towards recognizing the importance of physical activity in the overall development of a child.



### Key Concepts / Contributions

- **The Philanthropinum:** The school he founded, which served as a laboratory for his educational ideas. It was revolutionary for its time, with a curriculum that balanced academics, practical skills, and physical education.
- **Integration of Physical Education:** He dedicated several hours each day to physical activity, which was unheard of in traditional schools. He saw it as equal in importance to academic subjects.
- **"Natural" Education:** Following Rousseau, he believed education should be natural and engaging. His physical activities included "Greek" style exercises, games, and manual labor.
- **Education for Usefulness:** The aim of his school was to produce practical, useful, and virtuous citizens. Physical fitness was seen as essential for this goal.
- **Knightly Exercises:** The physical education program at the Philanthropinum included activities like riding, fencing, vaulting, and dancing, which were based on the "knightly exercises" of the past.
- **Child-Centered Approach:** He advocated for teaching methods that were based on the child's perspective and made learning a pleasant experience.
- **Utilitarian Curriculum:** The curriculum was designed to be practical and useful for life, rejecting the purely classical and religious focus of traditional schools.
- **Influence on GutsMuths:** His school and its emphasis on physical education directly inspired Johann Friedrich GutsMuths, who taught there and went on to systematize the field.

### Key Books with Publication

- **Elementarwerk (Elementary Work) (1774):** A heavily illustrated textbook that outlined his entire educational system, with sections on a wide range of subjects, including moral instruction and physical activities.

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- **Methodenbuch (Book of Methods) (1770):** A book for parents and teachers that explained his innovative teaching methods.

## Fact

- The curriculum at Basedow's Philanthropinum was so radical for its time that the school day was divided equally between academic study, practical skills (like carpentry), and recreation/physical exercise, a model that was completely different from the book-focused schools of the era.

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## 5. Harry Crowe Buck (1884–1943)

### Introduction

- An American pioneer of physical education in India.
- He was sent to India by the YMCA (Young Men's Christian Association) in 1919.
- He founded the first college for physical education in Southeast Asia, the YMCA College of Physical Education, in Madras (now Chennai) in 1920.
- He is widely regarded as the "Father of Physical Education in India."
- His work was instrumental in training the first generation of Indian physical education teachers and leaders and in promoting sports and indigenous activities.



### Key Concepts / Contributions

- **Professional Training:** He established the first formal, systematic training program for physical education teachers in India, creating a professional cadre of leaders.
- **The YMCA College, Madras:** This institution, founded by Buck, became the hub for the physical education movement in India, producing leaders who spread the message across the country.
- **Holistic Philosophy:** He promoted the YMCA's philosophy of developing the "whole man" – spirit, mind, and body – symbolized by the YMCA triangle.
- **Integration of Indigenous Activities:** While he introduced Western sports and training methods, Buck also recognized the value of indigenous Indian activities like yoga, kabaddi, and kho-kho, and worked to standardize and incorporate them into the curriculum.
- **Promotion of the Olympic Movement:** He was a key figure in the early Olympic movement in India. He served as the secretary and treasurer of the Indian Olympic Association and managed the first Indian Olympic team in 1924.
- **Development of Sports Infrastructure:** He helped to organize sports competitions, establish rules, and develop the infrastructure for modern sports in India.
- **Curriculum Development:** He designed a curriculum that blended scientific principles of anatomy and physiology with practical skills in coaching, officiating, and organizing sports events.
- **Emphasis on Character and Leadership:** Buck's training program emphasized not just physical skill but also the development of character, sportsmanship, and leadership qualities among students.
- **Summer Schools:** Before establishing the college, he organized successful

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summer schools of physical education, which demonstrated the high demand for such training and led to the creation of the permanent college.

## Key Books with Publication

- Harry Crowe Buck was an institution-builder and organizer, not primarily an author of books. His legacy is found in the **founding documents, curriculum, and yearbooks of the YMCA College of Physical Education** and the rules and regulations he helped draft for various Indian sports federations.

## Fact

- Harry Crowe Buck designed the emblem of the YMCA College of Physical Education himself. The emblem features the YMCA triangle, a lotus (representing India), and a torch (representing the light of knowledge), beautifully blending Western and Indian symbolism.

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## 1. Johann Christoph Friedrich GutsMuths (1759–1839)

Category	Details
<b>Brief Introduction</b>	German educator and pioneer of physical education, known as the "grandfather of gymnastics".
<b>Key Contributions</b>	- Promoted physical training in education - Advocated for moral and physical harmony
<b>Major Works</b>	- Gymnastics for Youth (1793)
<b>Notable Facts</b>	- Developed one of the first physical education curricula in modern schools.

## 2. Per Henrik Ling (1776–1839)

Category	Details
<b>Brief Introduction</b>	Swedish physiologist and founder of Swedish gymnastics.
<b>Key Contributions</b>	- Developed Swedish system of gymnastics - Emphasized therapeutic and military training
<b>Major Works</b>	- Manual of Gymnastics
<b>Notable Facts</b>	- Founded Royal Gymnastics Central Institute in Stockholm.

## 3. Baron Pierre de Coubertin (1863–1937)

Category	Details
<b>Brief Introduction</b>	French historian and educator, founder of the modern Olympic Games.
<b>Key Contributions</b>	- Revival of Olympic Games - Promoted sports as educational tool
<b>Major Works</b>	- Olympic Memoirs
<b>Notable Facts</b>	- Motto: "Citius, Altius, Fortius" (Faster, Higher, Stronger)

## 4. Johann Bernhard Basedow (1724–1790)

Category	Details
<b>Brief Introduction</b>	German educational reformer and advocate of natural education.
<b>Key Contributions</b>	- Emphasized practical skills and physical education - Developed progressive curricula
<b>Major Works</b>	- Elementarwerk
<b>Notable Facts</b>	- Established Philanthropinum school promoting child-centered learning.

## 5. Harry Crowe Buck (1884–1943)

Category	Details
<b>Brief Introduction</b>	American coach and founder of physical education in India.
<b>Key Contributions</b>	- Introduced modern physical training in India - Founded YMCA College of Physical Ed.
<b>Major Works</b>	- Various training manuals
<b>Notable Facts</b>	- Instrumental in developing India's sports and physical education system.

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## Physical Education Important Books & Table

1. **Clark W. Hetherington** (Early 20th C.): Known as the "father of modern physical education," he outlined the four fundamental objectives: organic, psychomotor, character, and intellectual development.
2. **Jesse Feiring Williams** (Early 20th C.): A prominent leader who promoted the philosophy of "education through the physical," emphasizing social and intellectual development alongside physical skills.
3. **Charles A. Bucher** (Mid 20th C.): An influential author whose textbooks shaped the philosophy and administration of physical education in the USA.
4. **Pierre de Coubertin** (Late 19th C.): The founder of the modern Olympic Games, who promoted the philosophy of Olympism, blending sport with culture and education.
5. **Plato & Aristotle** (Ancient Greece): Their philosophies of Idealism (developing the ideal self) and Realism (developing the whole person) are foundational to physical education theory.
6. **Per Henrik Ling** (Early 19th C.): The "father of Swedish gymnastics," he developed a scientific system of gymnastics (educational, medical, military, and aesthetic) that influenced global physical education.
7. **Johann GutsMuths** (Late 18th C.): A German educator known as the "grandfather of gymnastics," who emphasized systematic physical exercises and wrote influential books on the topic.
8. **William H. Sheldon** (Mid 20th C.): A psychologist who developed the theory of Somatotyping, classifying body types into Endomorph, Mesomorph, and Ectomorph.
9. **Ernst Kretschmer** (Early 20th C.): A German psychiatrist who developed a classification of body types (Pyknic, Athletic, Asthenic) and linked them to personality traits.
10. **Hans Selye** (Mid 20th C.): Known as the "father of stress research," he developed the General Adaptation Syndrome (GAS) model (Alarm, Resistance, Exhaustion).
11. **P-O Åstrand** (Mid-Late 20th C.): A pioneering Swedish professor of exercise physiology, renowned for his research on physical fitness, especially aerobic capacity (VO<sub>2</sub> max).
12. **Jack H. Wilmore & David L. Costill**: Co-authors of the classic textbook *Physiology of Sport and Exercise*, which is a standard reference in the field.
13. **Coleman Griffith** (Early 20th C.): Widely considered the "father of American sport psychology," he was the first to establish a sport psychology laboratory.
14. **Rainer Martens** (Late 20th C.): An influential sport psychologist who developed the Sport Competition Anxiety Test (SCAT) and emphasized a more applied, field-based approach.
15. **Tudor Bompa** (Late 20th C.): The "father of periodization," he revolutionized sports training by developing a systematic model for planning training cycles (macro, meso, micro).
16. **Dietrich Harre** (Mid 20th C.): A German sports scientist whose book *Principles of Sports Training* is a foundational text in coaching and training theory.
17. **James G. Hay** (Late 20th C.): An influential biomechanist whose book *The Biomechanics of Sports Techniques* is a standard text for analyzing human movement in

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sports.

18. **John W. Best & James V. Kahn**: Authors of the classic textbook *Research in Education*, widely used in physical education research methodology.
19. **P. Chelladurai** (Late 20th C.): Developed the Multidimensional Model of Leadership in sports, which explains leadership effectiveness based on the alignment of required, preferred, and actual leader behavior.
20. **Edward L. Thorndike** (Early 20th C.): A psychologist whose Laws of Learning (Law of Readiness, Law of Exercise, Law of Effect) are fundamental to motor skill acquisition.
21. **B.F. Skinner** (Mid 20th C.): His theory of Operant Conditioning (reinforcement, punishment) is crucial for understanding behavior modification and coaching techniques in sports.
22. **Abraham Maslow** (Mid 20th C.): His Hierarchy of Needs theory is often applied to understand athlete motivation, from basic physiological needs to self-actualization.
23. **Sigmund Freud** (Early 20th C.): His psychoanalytic theories, particularly the Instinct Theory of aggression, provide one perspective on why aggression occurs in sports.
24. **John Dollard & Neal Miller** (Mid 20th C.): Developed the Frustration-Aggression hypothesis, another key theory used to explain aggression in sports.
25. **Albert Bandura** (Late 20th C.): His Social Learning Theory (modeling, observational learning) is fundamental to understanding how skills and behaviors (including aggression) are learned in a sport context.
26. **Newton's Laws of Motion**: The three laws (Inertia, Acceleration, Action-Reaction) are the foundational principles of biomechanics in sports.
27. **Archimedes' Principle**: A key principle in biomechanics, especially relevant to sports performed in water (**Example** swimming), explaining buoyancy.
28. **First & Third Class Levers**: The most common types of levers in the human body, a core concept in functional anatomy and kinesiology.
29. **SAID Principle**: An acronym for "Specific Adaptation to Imposed Demands," a core principle of sports training stating that the body adapts specifically to the type of training performed.
30. **YMCA College of Physical Education, Madras (Chennai)** (1920): Established by Harry Crowe Buck, it was a pioneering institution that laid the foundation for modern physical education in India.

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## 1: Major Philosophies and Their Application in Physical Education

Philosophy	Chief Proponent(s)	Core Beliefs	Application in Physical Education
<b>Idealism</b>	Plato, Hegel	Ideas and mind are the true reality. The self and character development are paramount.	Focus on character development through sport, sportsmanship, and the pursuit of ideal performance. The teacher is a role model.
<b>Realism</b>	Aristotle	The physical world is the real world. Truth is discovered through scientific inquiry and logic.	Focus on the total development of the person (physical, mental, social). Emphasis on evidence-based training programs and scientific principles.
<b>Naturalism</b>	Rousseau	Nature is the source of all truth. The individual's natural development should not be corrupted by society.	Emphasis on natural movements, play, and child-centered activities. Focus on self-discovery and learning through doing.
<b>Pragmatism</b>	John Dewey, C.S. Peirce	Reality is an experience and is constantly changing. Truth is what works.	Focus on social development and problem-solving through play and sport. The curriculum is flexible and based on the needs of the students.
<b>Existentialism</b>	Sartre, Kierkegaard	Reality is based on individual existence and subjective experience. Emphasizes freedom of choice and responsibility.	Focus on developing self-awareness and individual creativity. Students are encouraged to choose their own activities and set their own goals.

## 2: Theories of Play

Theory	Proponent(s)	Core Idea
<b>Surplus Energy Theory</b>	Herbert Spencer	Play is a result of having surplus energy that needs to be expended, especially in childhood.
<b>Recapitulation Theory</b>	G. Stanley Hall	Play is a reliving of the history of the human species. A child's play activities re-enact the evolutionary stages

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		of humankind.
<b>Anticipatory / Pre-Exercise Theory</b>	Karl Groos	Play is an instinctual practice for future survival skills. It is nature's way of preparing an individual for serious life activities.
<b>Instinct-Practice Theory</b>	McDougall	Play is driven by instincts, and it serves to train and perfect those instincts.
<b>Recreation Theory</b>	Lazarus & Schiller	Play is a means to relax and restore energy depleted from work. It serves to rejuvenate the mind and body.
<b>Cathartic Theory</b>	Aristotle / Freud	Play provides a safe outlet for pent-up emotions and aggressions, leading to a cleansing (catharsis).

### 3: Body Types (Somatotyping)

System / Proponent	Body Type	Physical Characteristics	Associated Temperament
William Sheldon	Endomorph	Round, soft body; high body fat; underdeveloped muscles.	<b>Viscerotonia:</b> Sociable, relaxed, comfort-loving, even-tempered.
William Sheldon	Mesomorph	Muscular, athletic body; upright posture; thick skin.	<b>Somatotonia:</b> Adventurous, courageous, assertive, risk-taking.
William Sheldon	Ectomorph	Lean, delicate, fragile body; lightly muscled; droopy shoulders.	<b>Cerebrotonia:</b> Introverted, self-conscious, artistic, restrained.
Ernst Kretschmer	Pyknic	Short, stocky build with a large trunk. Similar to Endomorph.	Cyclothymic (prone to mood swings, sociable).
Ernst Kretschmer	Athletic	Muscular, well-proportioned body. Similar to Mesomorph.	Energetic, aggressive.

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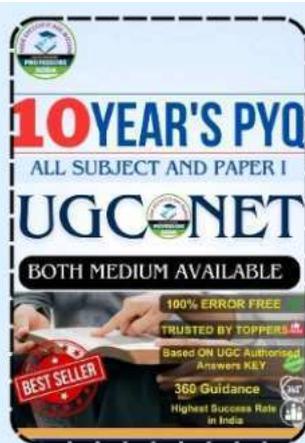
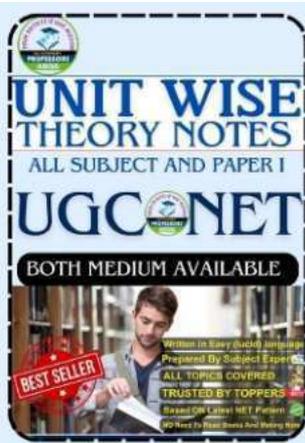
Ernst Kretschmer	Asthenic (Leptosomic)	Tall and thin build. Similar to Ectomorph.	Schizothymic (introverted, shy, sensitive).
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## 4: Sociological Concepts in Sport

Concept	Meaning in a Sporting Context
<b>Socialization</b>	The process of learning and adapting to the social norms and values of a group. It occurs in three ways: <b>1. Socialization into Sport:</b> How individuals become interested in and start participating in sports. <b>2. Socialization through Sport:</b> How sport participation influences an individual's character, values, and identity. <b>3. Socialization out of Sport:</b> The process of leaving a sport ( <b>Example</b> due to retirement, injury) and adjusting to a new identity.
<b>Social Stratification</b>	The hierarchical arrangement of individuals and groups in a society. In sport, this can be seen in how access to certain sports ( <b>Example</b> golf, polo) is often linked to social class, and how rewards and status are unequally distributed.
<b>Social Mobility</b>	The movement of individuals or groups between social strata. Sport is often seen as a vehicle for upward social mobility, allowing talented individuals from lower classes to achieve wealth and fame.
<b>Gender Ideology &amp; Sport</b>	Societal beliefs about masculinity and femininity and how they shape sport participation. Historically, sports were seen as a male domain, leading to the marginalization of female athletes and the reinforcement of gender stereotypes.
<b>Sport as a Social Institution</b>	Sport is considered a social institution because it has a set of established rules, roles, and relationships that serve specific social functions ( <b>Example</b> entertainment, social integration, value transmission).

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UGC NET Physical Education - Model Paper (Moderate Level)

## Unit 1: Physical Education - Foundations and Principles

1. What is the primary aim of Physical Education according to modern concepts?
  - A) Winning competitions
  - B) Physical fitness only
  - C) Wholesome development of the individual
  - D) Developing specific sports skills

Answer: C

Explanation: Modern Physical Education aims for the holistic development (physical, mental, social, emotional) of an individual through physical activities. Clark W. Hetherington (1910) emphasized developmental objectives.

2. The ancient Olympic Games were held in honour of which Greek God?
  - A) Apollo
  - B) Zeus
  - C) Poseidon
  - D) Ares

Answer: B

Explanation: The ancient Olympics, starting traditionally in 776 BC, were held at Olympia to honour Zeus, the king of the Greek gods.

3. Which philosophy emphasizes learning through experience and problem-solving in Physical Education?
  - A) Idealism
  - B) Realism
  - C) Pragmatism
  - D) Naturalism

Answer: C

Explanation: Pragmatism, championed by thinkers like John Dewey, focuses on practical experience and learning by doing to solve real-world problems.

4. According to Sheldon's classification, individuals with a muscular build are termed:
  - A) Ectomorphs
  - B) Endomorphs
  - C) Mesomorphs
  - D) Asthenic

Answer: C

Explanation: William Sheldon (1940s) classified body types (somatotypes) as Endomorph (round), Mesomorph (muscular), and Ectomorph (lean).

5. Which learning theory suggests that learning occurs through observation and imitation?

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- A) Operant Conditioning
- B) Classical Conditioning
- C) Social Learning Theory
- D) Trial and Error Theory

Answer: C

Explanation: Albert Bandura's Social Learning Theory (1977) posits that individuals learn by observing others' behaviours and their consequences (vicarious reinforcement).

6. The process by which individuals learn the norms, values, and skills of society through sport is known as:
- A) Social Stratification
  - B) Social Mobility
  - C) Socialization
  - D) Social Conflict

Answer: C

Explanation: Socialization is the lifelong process of inheriting and disseminating norms, customs, and ideologies, providing skills to participate within society; sport is a key agent

7. Adaptive Physical Education primarily caters to:
- A) Elite athletes
  - B) General student population
  - C) Individuals with disabilities
  - D) Senior citizens

Answer: C

Explanation: Adaptive Physical Education modifies activities and environments to meet the unique needs of individuals with disabilities, ensuring participation.

8. The Modern Olympic Games were revived by:
- A) Dr. William Penny Brookes
  - B) J.C. Friedrich GutsMuths
  - C) Baron Pierre de Coubertin
  - D) Eugen Sandow

Answer: C

Explanation: Baron Pierre de Coubertin, a French educator, was the driving force behind reviving the Olympic Games, with the first modern edition held in Athens in 1896.

9. Which philosophical view believes that reality is mentally constructed or immaterial?
- A) Realism
  - B) Naturalism
  - C) Idealism

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D) Existentialism

Answer: C

Explanation: Idealism, with roots in Plato's philosophy, emphasizes mind, spirit, and ideas as primary, viewing reality as fundamentally mental.

10. The Commonwealth Games were first held in which year and city?

- A) 1928, Amsterdam
- B) 1930, Hamilton
- C) 1951, New Delhi
- D) 1900, Paris

Answer: B

Explanation: The first Commonwealth Games (then called the British Empire Games) were held in Hamilton, Canada, in 1930, initiated by Melville Marks Robinson.

## Unit 2: Exercise Physiology

1. Cardiac Output is the product of:
- A) Heart Rate and Blood Pressure
  - B) Stroke Volume and Blood Pressure
  - C) Heart Rate and Stroke Volume
  - D) Tidal Volume and Respiratory Rate

Answer: C

Explanation: Cardiac Output (Q) is the volume of blood pumped by the heart per minute, calculated as Heart Rate (HR)  $\times$  Stroke Volume (SV).

2. The volume of air inhaled or exhaled during normal quiet breathing is called:
- A) Inspiratory Reserve Volume (IRV)
  - B) Expiratory Reserve Volume (ERV)
  - C) Tidal Volume (TV)
  - D) Vital Capacity (VC)

Answer: C

Explanation: Tidal Volume (TV) is the amount of air moved per breath during normal respiration, typically around 500 ml in adults.

3. Which muscle fiber type is best suited for endurance activities?
- A) Type IIa
  - B) Type IIx (or IIb)
  - C) Type I (Slow-twitch)
  - D) Intermediate fibers

Answer: C

Explanation: Type I fibers (slow-twitch, oxidative) are rich in mitochondria and myoglobin, fatigue-resistant, ideal for aerobic endurance activities like

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marathon running.

4. Which energy system provides ATP most rapidly for short, explosive activities like a 100m sprint?
- A) Oxidative System
  - B) Glycolytic System
  - C) ATP-PCr System
  - D) Lactic Acid System

Answer: C

Explanation: The ATP-PCr (Phosphagen) system provides immediate energy by breaking down stored phosphocreatine, lasting about 5-10 seconds of maximal effort.

5. Acclimatization to high altitude typically involves an increase in:
- A) Plasma volume
  - B) Red blood cell count
  - C) Maximal heart rate
  - D) Muscle glycogen stores

Answer: B

Explanation: To compensate for lower oxygen pressure at altitude, the body produces more red blood cells (erythropoiesis) over weeks to improve oxygen-carrying capacity.

6. Which of the following is considered a physiological ergogenic aid?
- A) Anabolic steroids
  - B) Creatine supplementation
  - C) Blood doping
  - D) Caffeine

Answer: C

Explanation: Blood doping (infusing extra red blood cells) directly manipulates a physiological process to enhance oxygen transport and performance.

7. During prolonged steady-state exercise, stroke volume typically:
- A) Increases continuously
  - B) Decreases gradually (Cardiovascular drift)
  - C) Remains constant after an initial rise
  - D) Fluctuates randomly

Answer: B

Explanation: Cardiovascular drift involves a gradual decrease in stroke volume and rise in heart rate during prolonged exercise, often due to dehydration and increased skin blood flow.

8. Gas exchange between the alveoli and the blood occurs primarily due to:
- A) Active transport
  - B) Differences in partial pressures

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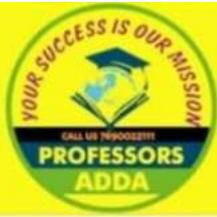
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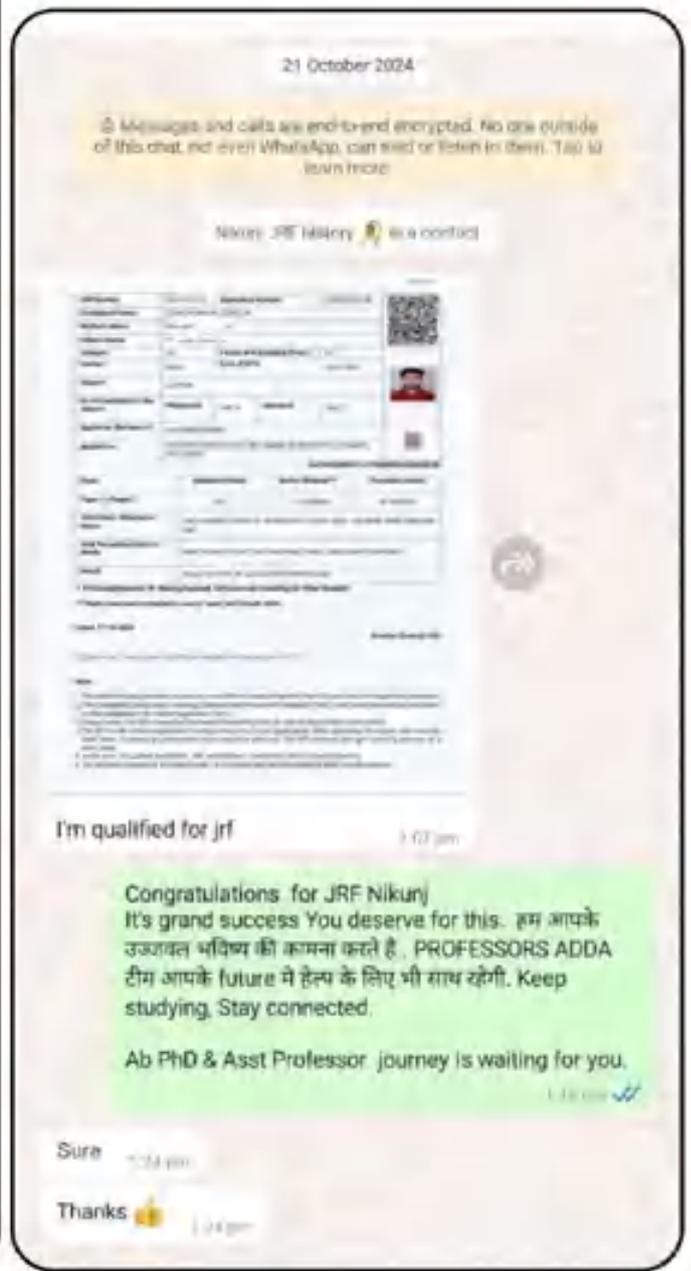
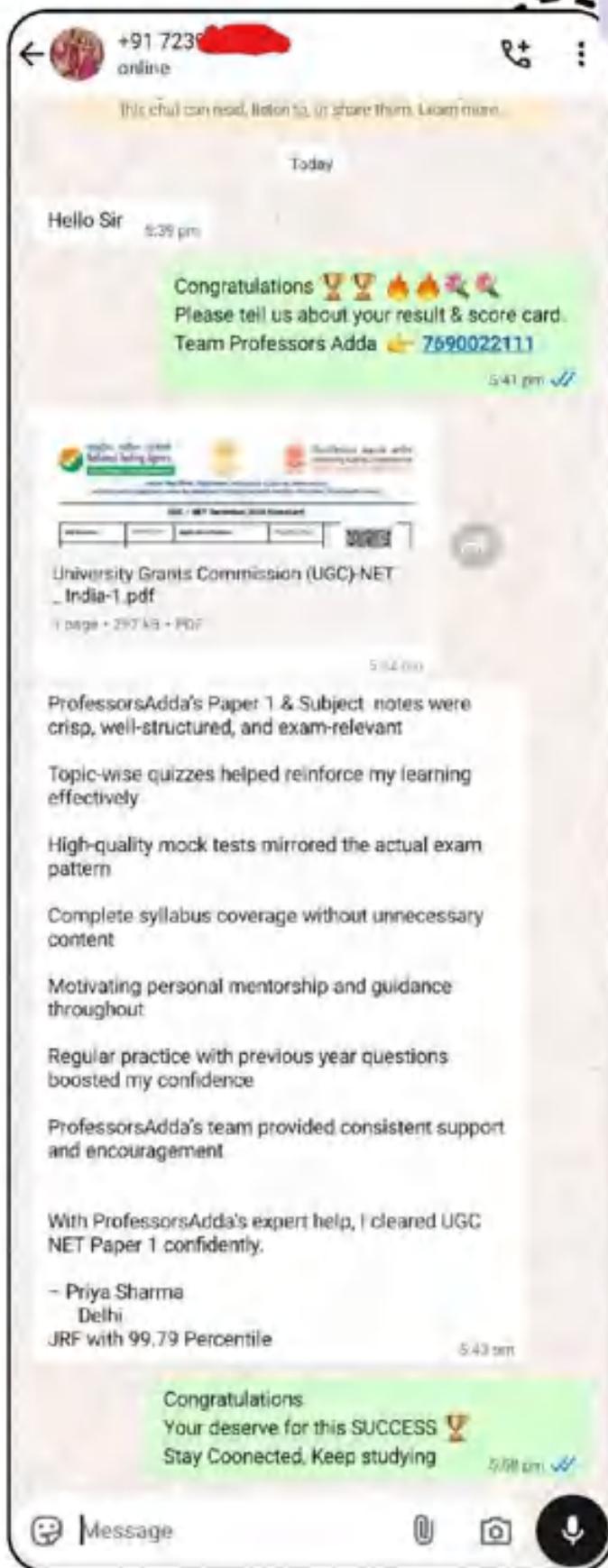
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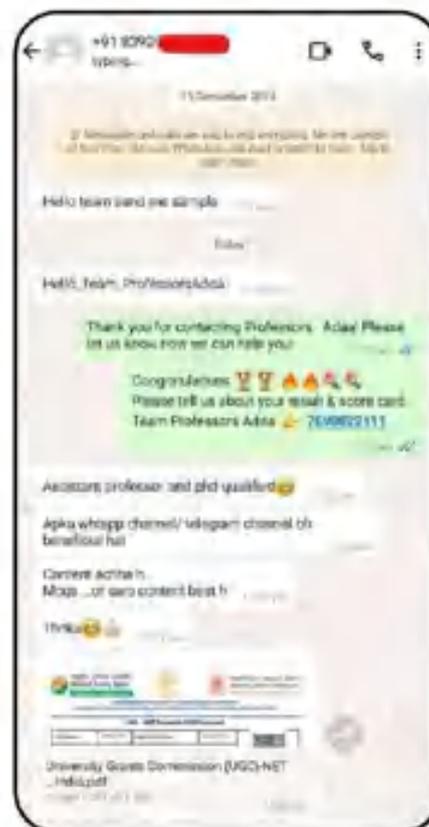
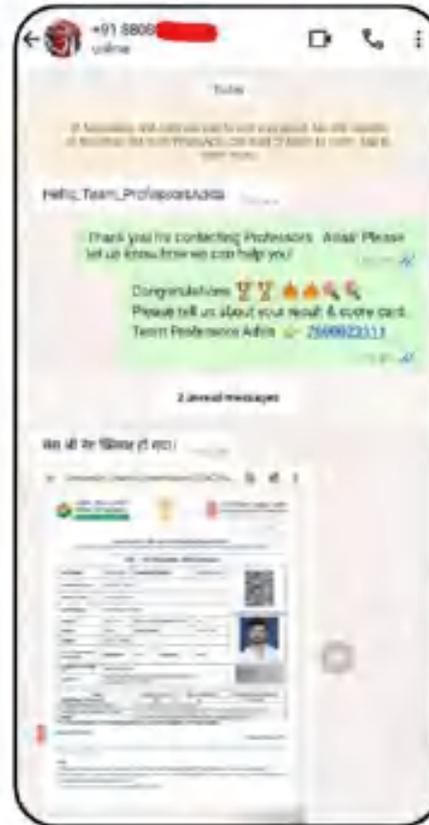
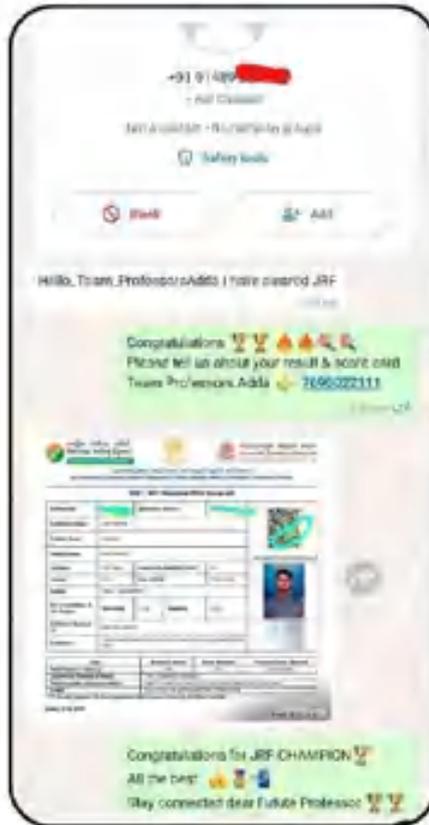
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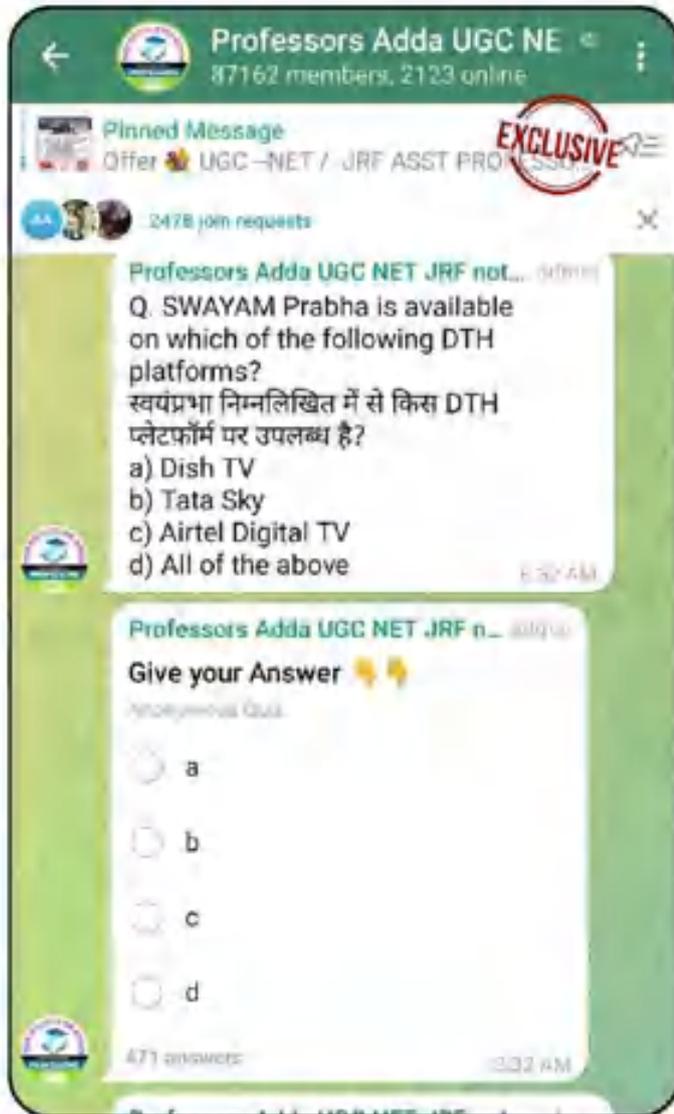
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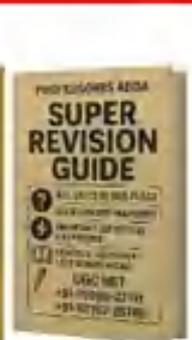
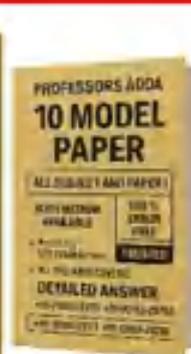
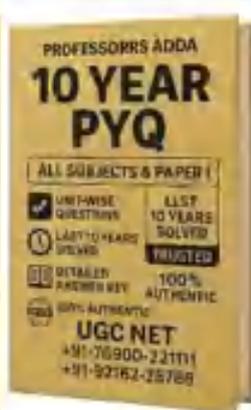
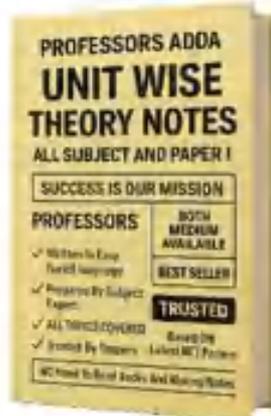
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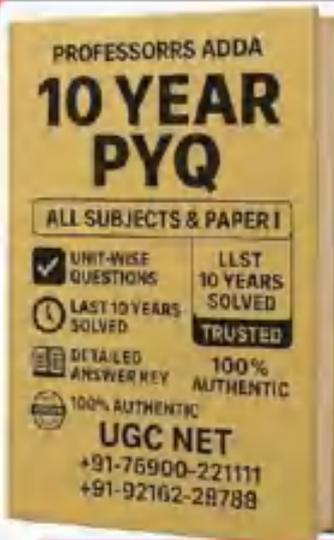
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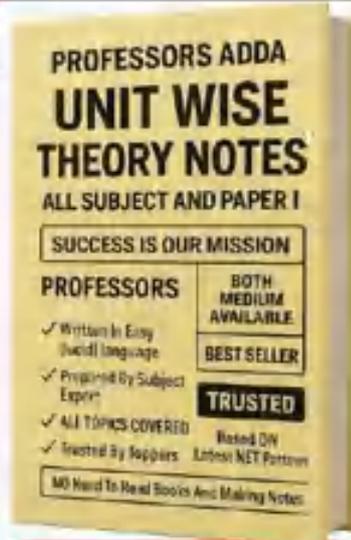
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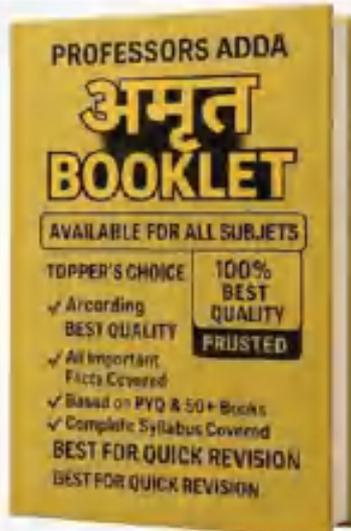
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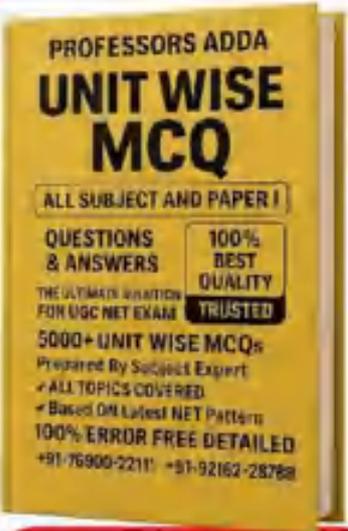
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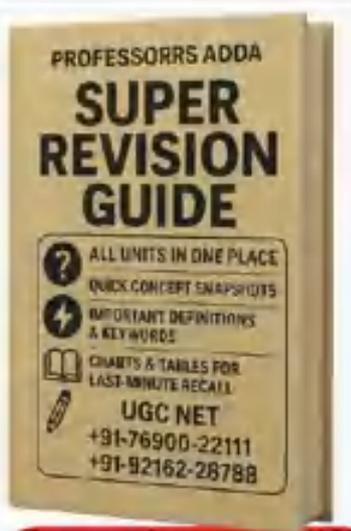
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