

B.P.Ed. (First Semester) Examination ,2013

Paper: First

Principle of Physical Education

Max. Mark: 60

AS-2579

MODEL ANSWER

Part- 'A'

1. Short Answer-

(i) Drill comprises precise and alacritic body movements performed to certain cadence. The main aim of drill is to develop co-ordination, rhythm, balance and perfection in posture.

(ii) Man in motion is the major concern of Physical Education .Variety of art and science disciplines contribute their principles to the construction of Physical activity programme. The philosophy of physical education must, be an elective from educational philosophy. It should be dynamic and progressive.

(iii) 'Use' means proper and adequate movement of the body and its parts.

'Disuse' means ceasation of activity or inadequate movement of body parts.

'Overuse' means working the muscles beyond their latent capacity of human body.

(iv) While the movement of one group of muscles is guided by excitatory processes, a movement of its opponents (antagonist) is controlled by inhibitory processes. This natural phenomenon of check and balance is called Reciprocal Innervation.

(v) Theories of Play:

- Surplus Energy Theory
- Anticipatory Theory
- Recreation Theory
- Catharsis Theory
- Recapitulatory Theory

(vi) Theories of learning:

- Trial and Error Theory
- Conditioning Theory
- Insight or cognitive Theory
- Information Process Theory

(vii) **Learning** is generally defined as a process by which an individual acquires new behaviours or strengthens or weakens old behaviours as a result of experience.

(viii) **Transfer of Learning** is a Process by which the individual is influenced in making a response to a situation by reason of response already made to other situations.

(ix) Institutes of Physical Education

- 1) YMCA College of Physical Education, Madras (1920)
- 2) Government College of Physical Education, Hyderabad (1931)
- 3) Christian College of Physical Education, Lucknow (1932)
- 4) HVPM, Amravati (1914)
- 5) Laxmibai College of Physical Education, Gwalior (1957)

(x) At the movement, there are about 129 college and University department of physical education engaged in preparing Physical Education Professional.

Professional Courses are for Professionals Qualities

- Bachelor of Physical Education
- Master of Physical Education (Two years)
- Bachelor of Physical Education (Integrated 4 years)
- Doctor of Philosophy

Part-B

UNIT-I

2-Idealism: Idealism seems to have originated from Idea-ism. Plato is considered as the father of Idealism. According to him, Ideas are enduring and Physical objects are nothing more than ideas expressed in less than perfect fashion.

- Idealism considered man as more important than nature and he creates physical objects.
- The idealist does not hesitate in using scientific method of enquiry for discovering truth.
- The highest aim of idealism is to seek “Truth, Beauty and Goodness”.

Application in Physical Education:

- The idealist Physical educationist thinks in term of ideals.
- He must attempt to create an ideal environment for learning, performance and excellence by Materials, Models and method.
- Physical education programme must be stress all round development.
- Physical Education is being conceived of as a means to realize two major objectives of society
- Aristotle widens its dimension by adding to it intellectual and spirituals qualities.

OR

Scope of Physical Education:

Physical education Programme is not simply a programme of Physical activities done in isolation; it is a multi-dimensional field of human endeavour. As a field of activity, Scope of Physical Education is marked by variety.

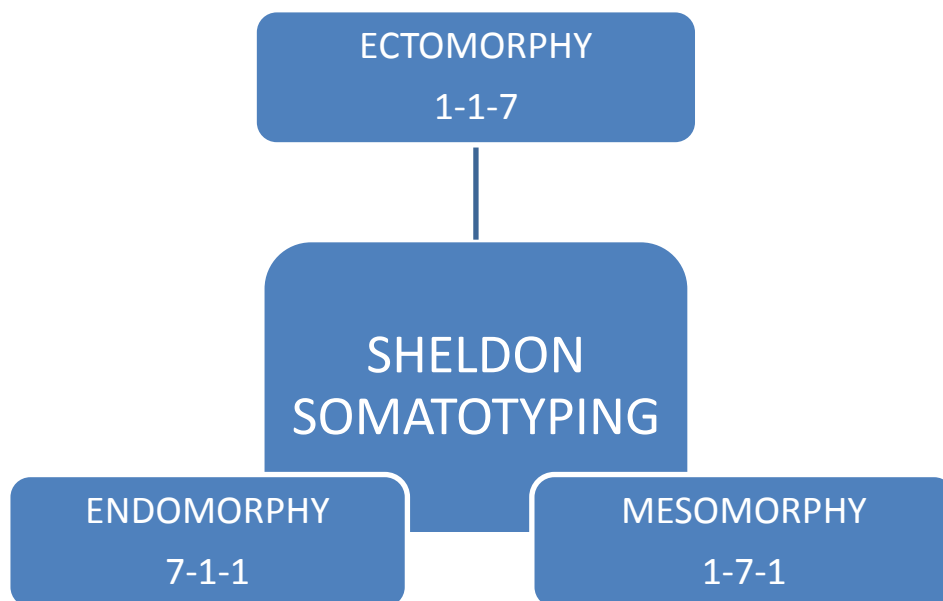
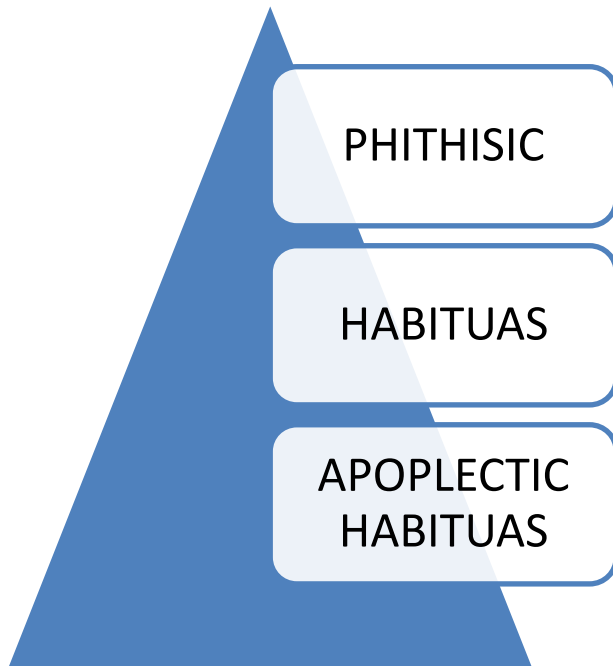
- Games and Sports
- Self-defence activities
- Gymnastics
- Rhythmic
- Corrective
- Recreation
- Yoga
- Calisthenics

UNIT-II

3-Various Types of Body:

Since antiquity, diversity in “shape, size and body form” has always inspired awe and wonder. Man has always sought to look for similarities in diversity and classify people into types.

HIPPOCRATUS (400 BC)



Kretchmer Classification:

- **Pyknic**
- **Asthenic**
- **Athletics**
- **Dyplastics**

Or

Implication of age and Sex in Physical Education and sports:

- Even in changed bio-cultural circumstances, it is necessary physical activity must be assigned according to age, sex and nature of work.
- In working out activity programmes, consideration must be given to work load.
- Pre-adolescent children should not be subjected to hard competitive activities.
- With the onset of puberty, the activity programmes for girls and boys should be separated.
- Irrespective of age and sex, everyone should be subjected to periodical medical examination.
- Age and sex must be consider for skill training and duration of training

UNIT-III

4-Various theories of Transfer of Training

Transfer of training is a process by which the individual is influenced in making a response to a situation by reason of response already made to other situations.

Types of Transfer of Training

- Positive Transfer
- Negative Transfer
- Zero Transfer

Various theories of Transfer of Training

- Theory of Formal Mental Discipline
- Theory of Identical Elements
- Theory of Generalization
- Theory of Conscious Ideals
- Two factor Theory
- Theory OF Faculty

Or

Practical Suggestion from Psychology in Physical Education

- Physical Educationist must consider man is psycho-Physiological integration. Activities included in the physical programme must established and strengthen this unity.
- In order to develop good habit in children, the principles of conditioning should be frequently used.
- Physical educationist must consider readiness of the child as a primary requisite for learning
- Physical activity must help the participants to develop healthy attitudes towards itself and life.
- Plateau in learning must be considered as a natural phenomenon.
- The use of whole or part method is greatly dependent on the ability of physical educator.
- Opportunity must be given to learner to intellectualize the motor learning.

UNIT-IV

5-Social Mechanism in Physical education:

Social Mechanism in Physical education is a social experience through activity. At birth a child totally asocial. In appearance he looks like a human being, in behaviours he is good as a animals.

- Social Mechanism underscore socialization which takes place in the society as the child interacts with the environment.
- Social interaction which is key factor in social mechanism
- Family, being basis of unit of society, exert a powerful influence on his development.

- Playfield as a leveller of inequalities
- Sports as the finest medium of social interaction

Or

Influence of group on individual and groups on individual:

It may explain under following heading:

- Influence on act of group
- Influence on attitudes
- Influence on tradition
- Influence on culture
- Influence on social Custom
- Influence on purpose
- Influence on Unity
- Influence on policies
- Influence on performance

Influence of groups on individual:

- Influence on Personality
- Influence on motivation
- Influence on objectives
- Influence on custom
- Influence on tradition
- Influence on habit

UNIT-V

6-Future Development of the Physical Education:

As a discipline and as a profession, Physical education has come of age. Sweeping change has been occurred in the concept, curriculum, content and courses of physical education over the decade throughout world. This changing scenario has widened the scope of physical education in the contemporary society and offer greater opportunity and avenues.

Sustainable Future Directions

A fundamental question is what should be done to secure a sustainable future for school physical education and sport? One answer is to accept the situation

for what it is and suffers the consequences; the other is to confront the situation and address available options to help resolve some of the problems. Whatever the direction for resolution, there is little point in 'fiddling' whilst physical education in particular 'burns'.

The importance of physical education for the development of life-long physical activity habits and health promotion and the importance of participation in physical education in the development of social skills needed by our society, as well as the importance of physical education in the development of cognitive function have not been well researched or understood or articulated beyond the community of physical educators. The attention devoted to increasing levels of obesity and the association with physical inactivity might appear to bode well for physical education but this association may prove to be a mixed blessing because arguably there is a risk of ignoring many of the most beneficial outcomes of quality physical education if the subject matter is reduced to simply being a means to countering the obesity problem. It is tempting for physical educators to see their subject matter as the solution to children's obesity. After all, if children do nothing else, most of them do at least experience some physical activity during some 10-12 years of required school physical education. Unfortunately, while some physical activity is certainly better than none, the physical education profession alone cannot solve the obesity crisis. This is not to suggest that physical educators should not try to stimulate young people's activity engagement, and help them to understand the value of physical activity and healthy eating. Inactive lifestyles and unhealthy diets ignored by families, communities, media, and some kind of legislation, mean that the best efforts of the physical education profession to turn the tide of obesity will not succeed.

Collectively, early 21st century and advocacy developments have been demonstrative of broad-spread political will and indicative of an international consensus that issues surrounding physical education in schools deserve serious consideration in problem resolution. There is evidence to suggest that national and, where relevant, regional governments have committed themselves through legislation to

Making provision for physical education but some has been either slow or reticent in translating this into action through actual implementation and

assurance of quality of delivery. Generally, recent Worldwide and regional surveys' 'reality checks' reveal several areas of continuing concern.

Or

Various type of Leadership

Leadership has been described as "a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task

Leadership

is a major way in which people change the minds of others and move organizations forward to accomplish identified goal.

Type of Leadership:

- Institutional Leader
- Persuasive Leader
- Dominant Leader
- Experts
- Autocratic or authoritarian style
- Participative or democratic style
- Laissez-faire or free-rein style
- Narcissistic leadership
- Toxic leadership
- Task-oriented and relationship-oriented leadership