

SUBJECT CODE B-17-17		SUBJECT PHYSICAL EDUCATION		PAPER II	
HALL TICKET NUMBER				QUESTION BOOKLET NUMBER	
OMR SHEET NUMBER				200484	
DURATION 1 Hour 15 Minutes		MAXIMUM MARKS 100		NUMBER OF PAGES 12	
				NUMBER OF QUESTIONS 50	

This is to certify that, the entries made in the above portion are correctly written and verified.

Candidate's Signature

Name and Signature of Invigilator

INSTRUCTIONS FOR THE CANDIDATES

అభ్యర్థులకు సూచనలు

- Write your Hall Ticket Number in the space provided on the top of this page.
- This paper consists of fifty multiple-choice type of questions.
- At the commencement of examination, the question booklet will be given to you. In the first 5 minutes, you are requested to **open the booklet and compulsorily examine it as below** :
 - To have access to the Question Booklet, tear off the paper seal on the edge of this cover page. Do not accept a booklet without sticker-seal and do not accept an open booklet.
 - Tally the number of pages and number of questions in the booklet with the information printed on the cover page. Faulty booklets due to pages/questions missing or duplicate or not in serial order or any other discrepancy should be got replaced immediately by a correct booklet from the invigilator within the period of 5 minutes. Afterwards, neither the Question Booklet will be replaced nor any extra time will be given.
 - After this verification is over, the Test Booklet Number should be entered in the OMR Sheet and the OMR Sheet Number should be entered on this Test Booklet.
- Each item has four alternative responses marked (A), (B), (C) and (D). You have to darken the circle as indicated below on the correct response against each item.

Example : (A) (B) (C) (D)

where (C) is the correct response.
- Your responses to the items are to be indicated in the OMR Answer Sheet given to you. If you mark at any place other than in the circle in the OMR Answer Sheet, it will not be evaluated.
- Read instructions given inside carefully.
- Rough Work is to be done in the end of this booklet.
- If you write your name or put any mark on any part of the OMR Answer Sheet, except for the space allotted for the relevant entries, which may disclose your identity, you will render yourself liable to disqualification.
- The candidate must handover the OMR Answer Sheet to the invigilators at the end of the examination compulsorily and must not carry it with you outside the Examination Hall. The candidate is allowed to take away the carbon copy of OMR Sheet and used Question Paper Booklet at the end of the examination.
- Use only Blue/Black Ball point pen.
- Use of any calculator or log table etc., is prohibited.
- There is no negative marks for incorrect answers.

- ఈ పుట పై భాగంలో ఇవ్వబడిన స్థలంలో మీ హాల్ టికెట్ నంబరు రాయండి.
- ఈ ప్రశ్న పత్రము యాభై బహుళైచ్ఛిక ప్రశ్నలను కలిగి ఉంది.
- పరీక్ష ప్రారంభమున ఈ ప్రశ్నాపత్రము మీకు ఇవ్వబడుతుంది. మొదటి ఐదు నిమిషములలో ఈ ప్రశ్నాపత్రమును తెరిచి కింద తెలిపిన అంశాలను తప్పనిసరిగా సరిచూసుకోండి.
 - ఈ ప్రశ్న పత్రమును చూడడానికి కవర్ పేజీ అంచున ఉన్న కాగితపు సీలును చించండి. స్టికర్ సీలు లేని మరియు ఇదివరకే తెరిచి ఉన్న ప్రశ్నాపత్రమును మీరు అంగీకరించవద్దు.
 - కవరు పేజీ పై ముద్రించిన సమాచారం ప్రకారం ఈ ప్రశ్నపత్రములోని పేజీల సంఖ్యను మరియు ప్రశ్నల సంఖ్యను సరిచూసుకోండి. పేజీల సంఖ్యకు సంబంధించి గానీ లేదా సూచించిన సంఖ్యలో ప్రశ్నలు లేకపోవుట లేదా నిజప్రతి కాకపోవుట లేదా ప్రశ్నలు క్రమపద్ధతిలో లేకపోవుట లేదా ఏవైనా తేడాలుండుట వంటి దోషపూరితమైన ప్రశ్న పత్రాన్ని వెంటనే మొదటి ఐదు నిమిషాల్లో పరీక్షా పర్యవేక్షకునికి తిరిగి ఇచ్చివేసి దానికి బదులుగా సరిగ్గా ఉన్న ప్రశ్నపత్రాన్ని తీసుకోండి. తదనంతరం ప్రశ్నపత్రము మార్చబడదు అదనపు సమయం ఇవ్వబడదు.
 - పై విధంగా సరిచూసుకొన్న తర్వాత ప్రశ్నాపత్రం సంఖ్యను OMR పత్రము పై అభివర్ణంగా OMR పత్రము సంఖ్యను ఈ ప్రశ్నాపత్రము పై నిర్దిష్టస్థలంలో రాయవలెను.
- ప్రతి ప్రశ్నకు నాలుగు ప్రత్యామ్నాయ ప్రతిస్పందనలు (A), (B), (C) మరియు (D) లుగా ఇవ్వబడ్డాయి. ప్రతి ప్రశ్నకు సరైన ప్రతిస్పందనను ఎన్నుకొని కింద తెలిపిన విధంగా OMR పత్రములో ప్రతి ప్రశ్నా సంఖ్యకు ఇవ్వబడిన నాలుగు వృత్తాల్లో సరైన ప్రతిస్పందనను సూచించే వృత్తాన్ని బాల్ పాయింట్ పెన్ తో కింద తెలిపిన విధంగా పూరించాలి.

ఉదాహరణ : (A) (B) (C) (D)

(C) సరైన ప్రతిస్పందన అయితే
- ప్రశ్నలకు ప్రతిస్పందనలను ఈ ప్రశ్నపత్రముతో ఇవ్వబడిన OMR పత్రము పైన ఇవ్వబడిన వృత్తాల్లోనే పూరించి గుర్తించాలి. అలాకాక సమాధాన పత్రంపై చేరాక చోట గుర్తిస్తే మీ ప్రతిస్పందన మూల్యాంకనం చేయబడదు.
- ప్రశ్న పత్రము లోపల ఇచ్చిన సూచనలను జాగ్రత్తగా చదవండి.
- చిక్కుపనిని ప్రశ్నపత్రము చివర ఇచ్చిన భాగీస్థలములో చేయాలి.
- OMR పత్రము పై నిర్ణీత స్థలంలో సూచించవలసిన వివరాలు తప్పింది ఇతర స్థలంలో మీ గుర్తింపును తెలిపే విధంగా మీ పేరు రాయడం గానీ లేదా ఇతర చిహ్నాలను పెట్టడం గానీ చేసినట్లయితే మీ అనర్హతకు మీరే బాధ్యులవుతారు.
- పరీక్ష పూర్తయిన తర్వాత మీ OMR పత్రాన్ని తప్పనిసరిగా పరీక్ష పర్యవేక్షకుడికి ఇవ్వాలి. వాటిని పరీక్ష గది బయటకు తీసుకువెళ్లకూడదు. పరీక్ష పూర్తయిన తరువాత అభ్యర్థులు ప్రశ్న పత్రాన్ని, OMR పత్రం యొక్క కార్బన్ కాపీని తీసుకువెళ్లవచ్చు.
- నీలి/నల్ల రంగు బాల్ పాయింట్ పెన్ మాత్రమే ఉపయోగించాలి.
- లాగరిథమ్ లేబుల్స్, క్యాలిక్యులేటర్లు, ఎలక్ట్రానిక్ పరికరాలు మొదలగునవి పరీక్షగదిలో ఉపయోగించడం నిషేధం.
- తప్పు సమాధానాలకు మార్కులు తగ్గింపు లేదు.





DO NOT WRITE HERE



PHYSICAL EDUCATION

Paper - II

1. The muscle that get absent on one or both sides around 50% of human beings is :
 - (A) Itacus
 - (B) Psoas major
 - (C) Itoppoas
 - (D) Psoas minor
2. Compression of Radial nerve leads to :
 - (A) Adams - Stokes syndrome
 - (B) Floppy - Valve syndrome
 - (C) Sick Sinus syndrome
 - (D) Guyon canal syndrome
3. Which of the following action is caused by skeletal muscle ?
 - (A) Constriction of blood vessels
 - (B) Peristaltic movement
 - (C) Heart beat
 - (D) Eye movement
4. Which of the bony part provide scope for the origin of hamstring muscle ?
 - (A) Ischium
 - (B) Ilium
 - (C) Femur
 - (D) Pubic bone
5. In algebraic terms the moment of the couple is also known as :
 - (A) Torque
 - (B) Friction
 - (C) Work
 - (D) Energy
6. One of the dimension to define motivation is :
 - (A) Direction
 - (B) Goal
 - (C) Insistence
 - (D) Arousal
7. Which of the following is **not** a tactical ability ?
 - (A) Quick problem solving ability
 - (B) Temperament
 - (C) Creative tactical action
 - (D) Good differentiation ability
8. Physical Quality of Life Index (PQLI) is a composite index of the following components except :
 - (A) Infant mortality rate
 - (B) Maternal mortality rate
 - (C) Life expectancy at age one
 - (D) Literacy
9. Professional curriculum in Physical Education should be :
 - (A) Static in nature
 - (B) Change after fixed period of time
 - (C) Dynamic in nature
 - (D) Change every academic year
10. Govt. College of Physical Education Hyderabad was established in 1931 and its founder principal was :
 - (A) H.C. Buck
 - (B) Fred Weber
 - (C) James Buchanan
 - (D) Anant K. Vaidya
11. Sociometric is used to assess :
 - (A) Leadership
 - (B) Team Composition
 - (C) Team Cohesion
 - (D) Team Success



26. **Assertion (A) :**
All skeletal muscles are also called voluntary muscles.

Reason (R) :

Muscles are reservoirs to store energy and convert-chemical energy into mechanical work.

- (A) (A) is false but (R) is true
- (B) Both (A) and (R) are true but (R) is not the correct explanation of (A)
- (C) (A) is true but (R) is false
- (D) Both (A) and (R) are false

27. **Assertion (A) :**
Administration is a policy making function.

Reason (R) :

Management is concerned with carrying out the broad policies laid down by administration.

- (A) Both (A) and (R) are true, but (R) is not the correct explanation of (A)
- (B) (A) is true but (R) is false
- (C) (A) is false but (R) is true
- (D) Both (A) and (R) are true

28. **Assertion (A) :**
Limitations are possible short comings or influences either cannot be controlled or are the results of the restrictions imposed by the investigator.

Reason (R) :

Limitations to the study. Which is usually set by the researcher are often called delimitations.

- (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (B) Both (A) and (R) are true and (R) is not the correct explanation of (A)

29. **Assertion (A) :**
In the phase of middle childhood Endurance ability develops at a slow pace.

Reason (R) :

The speed abilities develop at a very high pace till the age of 10 years.

- (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A)
- (C) (A) is false but (R) is true
- (D) (A) is true but (R) is false

30. **Assertion (A) :**
Skipping meals or reducing calorie intake helps control weight in the long term.

Reason (R) :

Eating at regular intervals of 3 - 5 hours helps to maintain blood sugar level.

- (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (B) Both (A) and (R) are true, but (R) is not the correct explanation of (A)
- (C) (A) is false but (R) is true
- (D) (A) is true but (R) is false

31. **Assertion (A) :**
Code of ethics is adopted by members of a profession to accept the adherence to rules, including the restrictions that apply.

Reason (R) :

Codes of ethics have value when they are actively used, interpreted, reviewed and revised overtime.

- (A) (A) is false but (R) is true
- (B) (A) is true but (R) is false
- (C) Both (A) and (R) are true and (R) is not the correct explanation of (A)



32. Assertion (A) :

Assertive behavior involves the use of legitimate physical and verbal force to achieve one's purpose, which is acceptable as proactive assertion.

Reason (R) :

The purpose is to achieve desired goal and in which harm to another person occurs only because it is the most efficient way.

- (A) (A) is false, but (R) is true
- (B) (A) is true, but (R) is false
- (C) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (D) Both (A) and (R) are true, but (R) is not the correct explanation of (A)

33. Assertion (A) :

While releasing the Hammer, the thrower need to draw in the hand to reduce the release radius of the arm.

Reason (R) :

Length of radius is directly proportional to the release velocity of the Hammer.

- (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (B) Both (A) and (R) are true and (R) is not the correct explanation of (A)
- (C) (A) is true but (R) is false
- (D) (A) is false but (R) is true

34. Assertion (A) :

Motor skill development for children occurs from five years of age.

Reason (R) :

Girls leg strength is higher than of boys upto the age of eleven years.

- (A) (A) is false but (R) is true
- (B) (A) is true but (R) is false
- (C) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (D) Both (A) and (R) are true and (R) is not the correct explanation of (A)

35. Assertion (A) :

Alaetic mechanism of energy production is of utmost importance specially in speed performance.

Reason (R) :

Because the amount of stored phosphogens is only sufficient for activities of maximal intensity lasting upto 8 - 10 seconds.

- (A) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (B) Both (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 false, but (R) is true

36. Match the following :

- | | |
|------------------|--------------|
| (a) Metaphysics | (i) Truth |
| (b) Epistemology | (ii) Reality |
| (c) Axieology | (iii) Moral |
| (d) Ethics | (iv) Values |

Codes :

- | | | | | |
|-----|-------|------|-------|-------|
| | (a) | (b) | (c) | (d) |
| (A) | (i) | (ii) | (iii) | (iv) |
| (B) | (iii) | (iv) | (ii) | (i) |
| (C) | (i) | (ii) | (iv) | (iii) |
| (D) | (ii) | (i) | (iv) | (iii) |



37. Match the following :

- (a) A, Phosphate, which play important role in Oxidation of neutral fat, (i) ACTH
- (b) Hormonal Substance used in the treatment of diabetes, (ii) Cocaine
- (c) Habit forming drug used often by endurance, athletes (iii) Lecithin
- (d) Pituitary hormone which increases level of endogenous corticosteroids in the blood (iv) Insulin

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|-------|-------|------|------|
| (A) | (i) | (iii) | (ii) | (iv) |
| (B) | (iii) | (i) | (iv) | (ii) |
| (C) | (ii) | (iii) | (i) | (iv) |
| (D) | (iii) | (iv) | (i) | (ii) |

38. Match the following :

- (a) Criterion Validity (i) Tendency for observer to be overly genious in rating
- (b) Leniency (ii) A, co-efficient of relativity measured by the test-retest method on different days
- (c) Coefficient Alpha (iii) A technique used for estimating relatively of multiple trial tests.
- (d) Stability (iv) Degree to which scores on a test are related to some recognised standard.

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|-------|------|-------|-------|
| (A) | (iv) | (i) | (iii) | (ii) |
| (B) | (iii) | (ii) | (iv) | (i) |
| (C) | (iv) | (ii) | (i) | (iii) |
| (D) | (iii) | (iv) | (ii) | (i) |

39. Match the following :

- (a) Acknowledgement (i) Body of the research
- (b) Methodology (ii) Back Material
- (c) Bibliography (iii) Gist of research
- (d) Abstracts (iv) Front Material

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|-------|------|------|-------|
| (A) | (iv) | (ii) | (i) | (iii) |
| (B) | (iv) | (i) | (ii) | (iii) |
| (C) | (i) | (iv) | (ii) | (iii) |
| (D) | (iii) | (iv) | (ii) | (i) |

40. Match the following :

- (a) Volleyball (i) 28 × 15 mtrs
- (b) Tennis (ii) 44 × 17 ft.
- (c) Badminton (iii) 18 × 9 mtrs
- (d) Basketball (iv) 78 × 27 ft.

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|-------|-------|-------|-------|
| (A) | (ii) | (iii) | (i) | (iv) |
| (B) | (i) | (ii) | (iv) | (iii) |
| (C) | (iii) | (iv) | (ii) | (i) |
| (D) | (iv) | (i) | (iii) | (ii) |



41. Match the following :

List - I

- (a) Heat exhaustion
- (b) Green house effect
- (c) Ozone
- (d) Noise pollution

List - II

- (i) Acoustic trauma
- (ii) Light headedness
- (iii) Warm atmosphere
- (iv) Asthma

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|-------|-------|-------|-------|
| (A) | (ii) | (i) | (iv) | (iii) |
| (B) | (iii) | (ii) | (i) | (iv) |
| (C) | (ii) | (iii) | (iv) | (i) |
| (D) | (iv) | (i) | (iii) | (ii) |

42. Match the following :

List - I

- (a) National Plan of Physical Education
- (b) National Council of Teacher Education
- (c) B.A/B.Sc in Physical Education Course
- (d) Introduction of Master of Physical Education Course

List - II

- (i) 1995
- (ii) 1956
- (iii) 1963-64
- (iv) 1985

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|-------|-------|-------|-------|
| (A) | (ii) | (i) | (iv) | (iii) |
| (B) | (i) | (ii) | (iii) | (iv) |
| (C) | (iii) | (iv) | (ii) | (i) |
| (D) | (iv) | (iii) | (i) | (ii) |

43. Match the following :

- | | | |
|----------------------------|-------|---|
| (a) Sociolization | (i) | Anxiety |
| (b) Invented V. hypothesis | (ii) | Reinforcement and feedback |
| (c) Sport team | (iii) | Process by which values, beliefs and behavior is acquired |
| (d) Learning | (iv) | Shares objectives and goals |

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|-------|-------|-------|-------|
| (A) | (i) | (iv) | (ii) | (iii) |
| (B) | (ii) | (iii) | (i) | (iv) |
| (C) | (iii) | (i) | (iv) | (ii) |
| (D) | (iv) | (ii) | (iii) | (i) |

44. Match the following :

- | | | |
|-----------------------|-------|----------------------------------|
| (a) Clear test | (i) | Rowland Golf Skill Test |
| (b) Field test | (ii) | Foot ball test |
| (c) Forward pass test | (iii) | Harrison Basketball test battery |
| (d) Five-Iron test | (iv) | Hicks Badminton test |
| | (v) | Miller Badminton test |

Codes :

- | | (a) | (b) | (c) | (d) |
|-----|------|-------|-------|-------|
| (A) | (iv) | (iii) | (ii) | (i) |
| (B) | (v) | (iii) | (ii) | (iv) |
| (C) | (iv) | (ii) | (iii) | (v) |
| (D) | (v) | (i) | (ii) | (iii) |



45. Match the following :

- | | |
|---------------------------|---|
| (a) Official directives | (i) Supporting structure of a course of study |
| (b) Activity range | (ii) The time student is actually physically involved in a activity |
| (c) Curriculum frame work | (iii) Directing order from administration |
| (d) Engaged time | (iv) Area of variation in activities within curriculum frame work |

Codes :

- | | | | | |
|-----|-------|-------|-------|-------|
| | (a) | (b) | (c) | (d) |
| (A) | (iii) | (iv) | (i) | (ii) |
| (B) | (i) | (ii) | (iii) | (iv) |
| (C) | (ii) | (iii) | (iv) | (i) |
| (D) | (iv) | (i) | (ii) | (iii) |

Read the passage and answer the questions 46 - 50.

The development of values, character and ethical decision making skills has long been accepted as one of the primary purposes of school physical education programme and one of the lasting outcome of sport participation. The programme has been promoted to develop such values as cooperation, self-discipline, hard work, fair play, emotional control and team work. However, there appears to be a gap between rhetoric and the reality of practice, a discrepancy between the outcomes claimed by physical education and sport practitioners and participants exhibit. While many practitioners believe that ethical and moral development are important, oftentimes they fail to structure their programme to achieve these outcomes or their action believeth their words.

The effects of physical education classes on the affective development of students at all

levels must be carefully considered by teachers. If we are committed to the enhancement of self-esteem and the promotion of respect for self and others why are practices that humiliate, embarras or be little students used or tolerated.

In recent years ethical and moral abuses associated with sport at all levels have gained increased notoriety. There is a disparity between the educational values claimed and the behaviors exhibited by sports persons and coaches. At the professional level, the use of illegal performance enhancing substances and player violence on and off the field has raised questions about the values that sport builds.

Promotion of character-building, values and ethical behavior within school physical education programme can enhanced by physical educators choosing a curriculum that focuses on development within the affective domain. Sport has the mentors potential to build character foster moral development, promote responsibility and teach positive life skills to its participants.

46. One of the primary purpose of school physical education programme is to promote :

- (A) Ethical decision making skills
- (B) High level of fitness among students
- (C) Higher level of sport performance among students
- (D) Team spirit among various teams

47. A curriculum that focuses an development within affective domain promotes.

- (a) Character - building
- (b) Mental alertness
- (c) Values and ethical behavior
- (d) Social qualities

Codes :

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



48. Sport has tremendous potential to :

- (a) Promote responsibility
- (b) Learn positive life skills
- (c) Make outstanding performer
- (d) Foster moral development

Codes :

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

49. Assertion (A) :

Enhancement of self - esteem and promotion of respect for self and others should be part of school physical education class.

Reason (R) :

The practices that humiliate embarrass or be little sports persons make them tough and allow them to perform well in difficult situations.

- (A) (A) is false but (R) is true
- (B) (A) is true but (R) is false
- (C) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (D) Both (A) and (R) are true but (R) is not the correct explanation of (A)

50. Assertion (A) :

There appears to be a gap between positive rhetoric and moral abuses associated with sport at all levels.

Reason (R) :

The use of illegal performance enhancing substances and violence on and off the field by sports persons raised questions about the values that sport builds.

- (A) (A) is false but (R) is true
- (B) (A) is true but (R) is false
- (C) Both (A) and (R) are true and (R) is the correct explanation of (A)
- (D) Both (A) and (R) are true but (R) is not the correct explanation of (A)

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Space For Rough Work

SEAL