



**NATIONAL SPORTS UNIVERSITY**

**Master of Arts  
(Sports Psychology )  
2019-21**



**राष्ट्रीय खेल विश्वविद्यालय ,इम्फाल ,मणिपुर**

(भारत सरकार ,युवा कार्यक्रम एवं खेल मंत्रालय )

(केन्द्रीय विश्वविद्यालय )

**NATIONAL SPORTS UNIVERSITY, IMPHAL,  
MANIPUR**

(Government of India, Ministry of Youth Affairs and Sports)  
(Central University)

**SCHEME OF EXAMINATION,  
STRUCTURE & COURSE CONTENT**

**FOR THE DEGREE OF**

**M.A. (SPORTS PSYCHOLOGY)  
FOUR SEMESTERS (TWO YEARS)  
REGULAR DEGREE PROGRAMME  
2019-2021**

## SYLLABUS DETAILS

**Title of the Course: M.A. (Sports Psychology)**

**Duration of the Course: Two Years (Four Semesters)**

**Course Objective:**

One of the fundamental assumptions of the proposed curriculum is based on possibilities of independent thinking, ability to integrate and synthesize from a trans-disciplinary and multicultural perspective, to evolve a knowledge based system for preparing Sport Psychologist Enthusiast of India who would contribute and participate effectively in the emergent world of Sport, with capacities to remain locally relevant and globally effective.

1. Not only confined to the knowledge base and theoretical foundations of the discipline of Sports Psychology. It will also attend to the pedagogical considerations emanating from experiential learning, research-driven problem solving and mentoring athlete.

2. Socially driven projects, field/laboratory training and simulations utilizing state-of-the-art knowledge systems and technological facilities.

3. Curriculum proposes to have a strong interface between regular as well as innovative teaching pedagogies.

4. Empower the students to inculcate specific job oriented skills, as well as building other behavioral skills and competencies to cater to the needs of athletes and coaches.

5. The Course is designed to have fine blend of virtual and actual class rooms for imparting knowledge by video lectures, small group discussions, tutorials, individual presentations and projects.

6. The curriculum intends to build some basic reflective, computational and communicative competencies in the students. In addition to these it also intends to hone the following competencies: Development of critical thinking, Problem solving ,Emotional intelligence ,Analytical competence ,Independent thinking, Cultural sensitivity, Engaging in discovering self and inner potential to work with Athletes and coaches for performance enhancement

### Evaluation and Award of Grades

Weightage of marks: The weightage of marks between continuous Internal Assessment and End Semester Examination shall be 30 and 70 respectively.

Passing Minimum: A student is declared to have passed a given course only when he/she secures a minimum of 50 % marks in the End-Semester Examination and 50 % marks for the internal assessment component.

#### Internal Assessment- 30% = 30 marks

Sr. No.	Particulars	Marks
1	One periodical class test held in the given semester	10 Marks
2	Subject specific Term Work Module/assessment modes – atleast two as decided by the department in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned	10 Marks
3	Attendance Or Active participation in routine class instructional deliveries (and in practical work, tutorial, field work etc as the case may be )	05 Marks
4	Overall conduct as a responsible learner, mannerism and articulation and exhibit of leadership qualities in organizing related academic activities	05 Marks

#### Semester end examination Question Paper Pattern

Question Paper shall have total five questions. First four questions should be long type corresponding to Four units of each theory course. The fifth questions should be short type of questions from all four units. The students will attempt five out of seven questions. The question paper is shown in **Annexure - I** for Theory Course.

# PROPOSED SCHEME OF EXAMINATION

## SEMESTER I

Course Code	Course Name	Credit	Teaching Hours	Internal Marks	External Marks	Total Marks
<b>PART- A (THEORY)</b>						
M.A./I/SP/01	Sports and Exercise Psychology	4	64	30	70	100
M.A./I/SP/02	Developmental Psychology	4	64	30	70	100
M.A./I/SP/03	Motor Learning and Motor Skill Acquisition	4	64	30	70	100
M.A./I/SP/04	Research Methods and Applied Statistics	4	64	30	70	100
<b>Elective (choose any one)</b>						
M.A./I/SPE/05	Exercise and Sports Physiology	4	64	30	70	100
M.A./I/SPE/06	Foundation of Health Fitness and Nutrition	4	64	30	70	100
<b>TOTAL</b>		<b>20</b>	<b>320</b>	<b>150</b>	<b>350</b>	<b>500</b>
<b>PART- B (PRACTICAL)</b>						
M.A./I/SP/01(P)	Sports and Exercise Psychology	4	72	50	50	100
M.A./I/SP/03(P)	Motor Learning and Motor Skill Acquisition	4	72	50	50	100
		<b>8</b>	<b>144</b>	<b>100</b>	<b>100</b>	<b>200</b>
<b>PART-C (PROJECTS)</b>						
M.A./I/SPE/05(P) or M.A./I/SPE/06(P)	Project Work-I (A)	2	36	25	25	50
M.A./I/SP/07(P)	Project Work- I (B)	2	36	25	25	50
<b>TOTAL</b>		<b>4</b>	<b>72</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>GRAND TOTAL</b>		<b>32</b>	<b>536</b>	<b>300</b>	<b>500</b>	<b>800</b>

- Project work- I (A) to be given from the chosen elective paper. It may include report writing/assignment/practical work/ field work/ analysis on any topic(s) from the syllabus.
- Project work- I (B) will be Sports Specific. It may include report writing/assignment/practical work/case study/ field work/ analysis on any Sports Groups e. g Racket Sports, Combative Sport, Ball games etc that would be decided at the beginning of the semester based on the availability of Faculty and Facility.

**SEMESTER II**

Course Code	Course Name	Credit	Teaching Hours	Internal Marks	External Marks	Total Marks
<b>PART- A (THEORY)</b>						
M.A./II/SP/01	Cognitive Psychology in Sports	4	64	30	70	100
M.A./II/SP/02	Social Psychology in Sports	4	64	30	70	100
M.A./II/SP/03	Psychometric and Psycho Diagnostics	4	64	30	70	100
M.A./II/SP/04	Intervention Strategies and Sports Behavior	4	64	30	70	100
<b>Elective (choose any one)</b>						
M.A./II/SPE/05	Sports Biomechanics and Performance Analysis	4	64	30	70	100
M.A./II/SPE/06	Sports Training	4	64	30	70	100
<b>TOTAL</b>		<b>20</b>	<b>320</b>	<b>150</b>	<b>350</b>	<b>500</b>
<b>PART- B (PRACTICAL)</b>						
M.A./II/SP/01(P)	Cognitive Psychology in Sports	2	36	25	25	50
M.A./II/SP/02(P)	Social Psychology in Sports	2	36	25	25	50
M.A./II/SP/03(P)	Psychometric and Psycho Diagnostics	2	36	25	25	50
M.A./II/SP/04(P)	Intervention Strategies and Sports Behavior	2	36	25	25	50
		<b>8</b>	<b>144</b>	<b>100</b>	<b>100</b>	<b>200</b>
<b>PART-C (PROJECTS)</b>						
M.A./II/SPE/05(P) or M.A./II/SPE/06(P)	Project Work-II ( A)	2	36	25	25	50
M.A./II/SP/07(P)	Project Work-II (B)	2	36	25	25	50
<b>TOTAL</b>		<b>4</b>	<b>72</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>GRAND TOTAL</b>		<b>32</b>	<b>536</b>	<b>300</b>	<b>500</b>	<b>800</b>

- Project work- II (A) to be given from the chosen elective paper. It may include report writing/assignment/practical work/ field work/ analysis on any topic(s) from the syllabus.
- Project work-II (B) will be Sports Specific. It may include report writing/assignment/practical work/case study/ field work/ analysis on any Sports Groups e. g Racket Sports, Combative Sport , Ball games etc that would be decided at the beginning of the semester based on the availability of Faculty and Facility.

**SEMESTER III**

Course Code	Course Name	Credit	Teaching Hours	Internal Marks	External Marks	Total Marks
<b>PART- A (THEORY)</b>						
M.A./III/SP/01	Psychology of Athletes, Coaching and Officiating	4	64	30	70	100
M.A./III/SP/02	Athletic Counseling and Positive Psychology	4	64	30	70	100
M.A./III/SP/03	Introduction to Health Psychology	4	64	30	70	100
M.A./III/SP/04	Thesis *	4	64	50	50	100
<b>Elective (choose any one)</b>						
M.A./III/SPE/05	Sports Injuries and Rehabilitation	4	64	30	70	100
M.A./III/SPE/06	Sports Management	4	64	30	70	100
<b>TOTAL</b>		<b>20</b>	<b>320</b>	<b>170</b>	<b>330</b>	<b>500</b>
<b>PART- B (PRACTICAL)</b>						
M.A./III/SP/01(P)	Psychology of Athletes, Coaching and Officiating	4	72	50	50	100
M.A./III/SP/02(P)	Athlete Counseling and Positive Psychology in	4	72	50	50	100
		<b>8</b>	<b>144</b>	<b>100</b>	<b>100</b>	<b>200</b>
<b>PART-C (PROJECTS)</b>						
M.A./II/SPE/05(P) or M.A./II/SPE/06(P)	Project Work-III ( A)	2	36	25	25	50
		2	36	25	25	50
<b>TOTAL</b>		<b>4</b>	<b>72</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>GRAND TOTAL</b>		<b>32</b>	<b>536</b>	<b>300</b>	<b>500</b>	<b>800</b>

- Project work – III ( A) to be given from the chosen elective paper. It may include report writing/assignment/practical work/ field work/ analysis on any topic(s) from the syllabus.
- Project work-III(B) will be Sports Specific. It may include report writing/assignment/practical work/case study/ field work/ analysis on any Sports Groups e. g Racket Sports, Combative Sport , Ball games etc that would be decided at the beginning of the semester based on the availability of Faculty and Facility.
- **Submission of Research Proposal by Reviewing the Literature and data collection by the student. The work undertaken should be presented in PPT and VIVA VOCE should be conducted**

**SEMESTER IV**

Course Code	Course Name	Credit	Teaching Hours	Internal Marks	External Marks	Total Marks
<b>PART-A THEORY</b>						
MA/IV/SP/01	Professional Practices in Sports Psychology Psychology	4	64	30	70	100
MA/IV/SP/02	Psychology of Women and Special Population	4	64	30	70	100
MA/IV/SP/03	Yoga and Mental Health	4	64	30	70	100
M.A./IV/SP/04	Thesis	4	64	50	50	100
	<b>TOTAL</b>	<b>16</b>	<b>256</b>	<b>140</b>	<b>260</b>	<b>400</b>
<b>PART- B (PRACTICAL)</b>						
M.A./IV/SP/01 (P)	Professional Practices in Sports Psychology Psychology	4	72	50	50	100
M.A./IV/SP/03 (P)	Yoga and Mental Health	4	72	50	50	100
M.A./IV/SP/05 (P)	Internship	8	144	100	100	200
	<b>TOTAL</b>	<b>8</b>	<b>288</b>	<b>200</b>	<b>200</b>	<b>400</b>
<b>GRAND TOTAL</b>		<b>32</b>	<b>544</b>	<b>340</b>	<b>460</b>	<b>800</b>

- M.A./IV/SP/01- Practical will be report writing/assignment/practical work/case study/ field work/ analysis on any Sports Groups that would be decided at the beginning of the semester based on the availability of Faculty and Facility.
- M.A./IV/SP/03- Practical will be report writing/assignment/practical of various Yogic Practices ( Asanas, Pranayam, Kriya etc) It should be performed under expert guidance.
- Internship- All the students would be assigned to various centers under MYAS for their training. The criteria of Internship will be provided separately.
- Submission of the Thesis by the student. The work undertaken should be presented in PPT and VIVA VOCE should be conducted.



## M.A. (Sports Psychology)

### CUMULATIVE CHART

SEMESTERS	Assessment Pattern			Teaching Hours		Total Credits
	Internal Marks	External Marks	Total Marks	Theory Hours	Practical Hours	
I	300	500	800	320	216	32
II	300	500	800	320	216	32
III	300	500	800	320	216	32
IV	340	460	800	256	288	32
<b>GRAND TOTAL</b>	<b>1240</b>	<b>1960</b>	<b>3200</b>	<b>1216</b>	<b>936</b>	<b>128</b>

**DETAILS OF SUBJECT-WISE SYLLABUS****SEMESTER I****SUBJECT NAME: Sports and Exercise Psychology****SUBJECT CODE:M.A./I/SP/01****LEARNING OBJECTIVE:**

This paper aims at imparting and understanding about sports psychology and its relation to different sports

- Historical development and scope
- Understanding personality, motivation, emotion and its relationship with performance

**UNIT 1: Basics of Sport & Exercise Psychology**

- 1.1 Introduction (Meaning, Definition, Historical Development need and scope of Exercise and sports psychology, History of Sports Psychology in India )
- 1.2 Relationship of Sports Psychology with other Sports Sciences.
- 1.3 Methods of Psychology (Introspection method, Observation method, Experimental method, Case study method. Questionnaire method, Interview method, Survey method)
- 1.4 Importance of Sport Psychology for Athletes, Coaches and other related to Sport Setting

**UNIT 2: Personality and Performance**

- 2.1 Personality and Performance (Meaning, Definition and Structure of Personality)
- 2.2 Personality theories [Psychoanalysis, Humanistic, Trait Theories and models]
- 2.3 Constitutional theories (Sheldon, Trait) and Social Learning (Bandura)
- 2.4 Personality and Performance in Sports ( Ice Berg Profile by Morgan )

**UNIT 3: Motivation and Performance**

- 3.1 Motivation & Goal Setting (Meaning, Definition and Structure of Motivation [Need, Drive, Motive and Motivation Types]
- 3.2 Theories of motivation [Abraham Maslow, Need Achievement by McClelland] Self-Determination model
- 3.3 Techniques for Developing Motivation, Goal Setting –Locke GST

### 3.4 Motivation-Performance Relationship

## UNIT 4: Emotion and Performance

### 4.1 Meaning and Definition of Emotion

### 4.2 Meaning, Definition of Anxiety, Types of Anxiety

### 4.3 Meaning, Definition and Nature of Arousal and Stress , Theories [Drive theory, Inverted -U theory & IZOF]

### 4.4 Emotion Performance Relationship

## PRACTICAL

- Measurement of Personality and Personality Profile (Questionnaire – Big Five and EPQ-R)
- Types, Assessment of Sports Anxiety ( STAI by Spielberger, Martens , SCAT)
- Measurement of Motivation ( Incentive Motivation , SMS-28, Achievement Motivation)
- Goal setting techniques ( Task and Ego Orientation )

## Suggested Readings

1. Ciccarelli , S. K & Meyer, G.E (2008). *Psychology (South Asian Edition)*. New Delhi: Pearson
2. Glassman,W.E.(2000).*Approaches to Psychology(3rd Ed.)* Buckingham: Open University Press.
3. Passer, M.W., Smith, R.E., Holt, N. and Bremner, A.(2008). *Psychology: The Science of Mind and Behaviour*.McGraw-Hill Education.UK
4. Weinberg, R. S., & Gould, D. (1995). *Foundations of sport and exercise psychology* (Vol. 4). Champaign, IL: Human Kinetics.

**SUBJECT NAME: Developmental Psychology****SUBJECT CODE: M.A./I/SP/02****LEARNING OBJECTIVE:**

- Understanding stages of development and role of physical activity across its various stages

**UNIT 1: Introduction**

- 1.1. Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development.
- 1.2. Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social cognitive learning theory).
- 1.3. Cognitive (Piaget, information processing approaches).
- 1.4. Socio-cultural (Kohlberg's Theory of Moral Development , Vygotsky, Ecological model of Bronfenbrenner).

**UNIT 2: Development during Infancy and Childhood**

- 1.1 Physical changes
- 1.2 Cognitive changes
- 1.3 Emotional changes
- 1.4 Social changes

**UNIT 3: Development during Adolescence and Adulthood**

- 3.1 Physical changes
- 3.2 Cognitive changes
- 3.3 Emotional changes
- 3.4 Social changes

**Unit 4: Socio Cultural Context of Human Development**

- 4.1 Family, Peer, Media & Schooling
- 4.2 Developmental issues in Indian context: Issues of social relevance (gender, disability and poverty)
- 4.3 Developmental issues in children and adolescents
- 4.4 Challenges of adulthood; Aging

### Suggested Readings

1. Berk, L. E. (2010). *Child development* (9th Ed.). New Delhi, India: Prentice Hall.
2. Feldman, R. S., & Babu, N. (2011). *Discovering the life-span*. New Delhi, India: Pearson.
3. Hurlock, E. B. (2001) *Developmental Psychology* Tata McGraw-Hill Education
4. Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi, India: Oxford University Press.
5. Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. New York: Psychology Press.
6. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th Ed.). New Delhi, India: Tata McGraw-Hill.
7. Santrock, J. W. (2012). *A topical approach to life-span development*. New Delhi, India: Tata McGraw-Hill.
8. Saraswathi, T. S. (2003). *Cross-Cultural perspectives in human development: Theory, research and applications*. New Delhi, India: Sage Publications.
9. Shaffer, D. R., & Kipp, K. (2007). *Developmental psychology: Childhood and adolescence*. Indian reprint: Thomson Wadsworth.
10. Srivastava, A. K. (1997). *Child development: An Indian perspective*. New Delhi, India: Concept Publishing Company.

**SUBJECT NAME: Motor Learning and Motor Skill Acquisition**  
**SUBJECT CODE: M.A./I/SP/03**

**LEARNING OBJECTIVE:**

- Understanding the basis of motor learning and skill acquisition
- Understanding the concept of motor learning and its relationship performance

**UNIT 1: Motor Learning**

- 1.1 Meaning and Definition of Motor Learning, Activity and Skill.
- 1.2 Theories of Motor Learning (Adams Closed Loop Theory, Schmidt's Schema Theory)
- 1.3 Motor Learning and Development relationship
- 1.4 Role of Physical Activity and Sport during various stages of Development.

**UNIT 2: Motor Skill Acquisition**

- 2.1 Principles of Motor Skill Acquisition
- 2.2 Differentiation and classification of Motor Skills and Sport Skills
- 2.3 Developmental Considerations in Motor Skill Acquisition
- 2.4 Understanding Movement ( Body awareness, Spatial Awareness, Locomotor and non-locomotor activities)

**UNIT 3: Developments of Motor Skills across the Life Span**

- 3.1 Early motor development in infants
- 3.2 Development of human locomotion: Walking, running
- 3.3 Development of ballistic skills: Throwing, kicking, punting, striking
- 3.4 Development of manipulative skills: Grasping, reaching, catching, anticipation

**UNIT 4: Motor Learning and Performance**

- 4.1 Stages of Motor Learning (Cognitive, Associative, Autonomous)
- 4.2 Plateau effect in Motor Learning
- 4.3 Neuropsychological Approach in Motor Learning
- 4.4 Motor Learning in Sport

**PRACTICAL**

- Measurement and analysis of motor skills.
- Reaction Time
- Hand eye co-ordination,
- Foot-Eye Coordination,
- Hand-Foot Eye Coordination.
- Exploratory and Discovery Skills

**Suggested Readings:**

1. Cratty, Braynat. J., (1973) *Movement Behaviour and Motor Learning* ,Philadelphia: Lea and Febiger, Edn.3
2. Magill, Richard A (1993) *Motor Learning Concepts and Application*, 4<sup>th</sup> ed WCB Brown and Benchmark Publishers.
3. Oxendine, J.B. (1968) *Psychology and Motor Learning* ,Englewood cliffs, : New Jersey.
4. Ferguson, J.M., &Trombly, C.A. (1997). *The effect of added-purpose and meaningful occupation on motor learning. American Journal of Occupational Therapy* 51, 508-515.
5. Hummelsheim, H. (1999). *Rationales for improving motor function. Current Opinion in Neurology*, 12, 697-701.

**Journals**

1. Motor Control

<http://www.humankinetics.com/products/journals/journal.cfm?id=MC>

2. Psychology of Sport and Exercise

<http://www.elsevier.com/inca/publications/store/6/2/0/7/9/2/index.html>

**SUBJECT NAME: Research Methods and Applied Statistics**  
**SUBJECT CODE: M.A./I/SP/04**

**LEARNING OBJECTIVE:**

- Learning research methodology and importance of research in sports psychology
- Formulating a research problem, review of related literature, and drafting the research problem and its ethical considerations
- Understanding need of statistics, nature of data and its representation, concepts of measures of central tendency and dispersion
- Sampling, hypothesis testing, data analysis software in qualitative research
- Probability, concepts of normality and developing norms

**UNIT 1: Introduction**

- 1.1 Nature and Characteristics of Research Process; Scientific & Unscientific
- 1.2 Types of Research: Basic & Applied, Quantitative & Qualitative Research, Nature and Type of Data
- 1.3 Measures of Central Tendency & Measures of Dispersion, Concept of Standard Error of Estimates, Graphical Representation of Data
- 1.4 Ethical Issues in Research, Plagiarism: Plagiarism Software and Copyright violations

**UNIT 2: Developing the Problem, Review of Related Literature, Writing a Proposal (Thesis)**

- 2.1 Identifying the Research Problem, Meaning and Formulation of Research Hypothesis, Delimitations and Limitations, Needs of Significance of the Study.
- 2.2 Need, Purpose, Kinds and Steps of Literature Review
- 2.3 Methods of Data Collection: Participants, Variables & Instruments Selection, Research Design
- 2.4 Thesis Format, Writing of abstract and Research Proposal.

**UNIT 3: Introduction to Statistics, Probability Sampling, Distribution and Estimation**

- 3.1 Statistics – Definition, Types. Types of variables – Organizing data; Descriptive Measures: Need, Purpose and Kinds



- 3.2 Basic Definitions and rules for probability, conditional probability independence of events, random variables, Probability distributions: Binomial, Uniform and Normal distributions.
- 3.3 Introduction to sampling distributions, sampling distribution of mean and proportion, sampling techniques.
- 3.4 Estimation: Point and Interval estimates for population parameters of large sample and small samples, determining the sample size.

#### **UNIT 4: Testing of Hypothesis, Parametric and Non Parametric Methods**

- 4.1 Hypothesis testing: one sample and two sample tests for means and proportions of large samples (z-test), one sample and two sample tests for means of small samples (t-test), F-test for two sample standard deviations.
- 4.2 ANOVA one and two way – Design of experiments. Introduction to SPSS
- 4.3 Chi-square test for single sample standard deviation. Chi-square tests for independence of attributes and goodness of fit. Sign test for paired data.
- 4.4 Correlation analysis, estimation of regression line. Time series Analysis and Index Numbers

#### **SUGGESTED READINGS:**

1. Best W. John,(1981) *Research in Education* .Prentice Hall of India Private Limited, New Delhi.
2. Bose N.M.,(2005) *Research Methodology* . Sher Niwas Publication, Jaipur, India.
3. Gay R.L., Airasian Peter,(1996) *Educational Research*, Merrill, Prentice Hall.
4. Clark H. David, Clarke Harrison H,(1970)*Research Process is Physical Education Recreation and Health* ,Prentice Hall Inc. Englewood Cliffs, New Jersey.
5. Silverman David,(2000)*Doing Qualitative Research*, (Sage Publication, New Delhi.
6. Verma,J.P. and Ghufuran,M.(2012).*Statistics for Psychology: A comprehensive Text*. Tata McGraw Hill Education, New Delhi.
7. Verma, J.P.(2011). *Statistical Methods for Sports and Physical Education*. Tata McGraw Hill Education, New Delhi.
8. Verma J.P.(2013). *Data Analysis in Management with SPSS Software Springer*.
9. Arun Arthur &Arwn. N. Elaine,(1999) “*Statistics for Psychology*”, Prentice Hall, Upper Saddle river INC.

#### **Journals**

Research Quarterly in Exercise and Sport [http://www.aahperd.org/aahperd/rqes\\_main.html](http://www.aahperd.org/aahperd/rqes_main.html)

**SUBJECT NAME: Exercise and Sport Physiology****SUBJECT CODE:**M.A./I/SP/05**LEARNING OBJECTIVE:**

- Learning fitness and physiological testing for various groups
- Nutrition and energy systems in the body
- Study of aging, exercise and doping in sports

**UNIT 1: Introduction**

- 1.1 Meaning, Definition of Physiology and Exercise Physiology
- 1.2 Historical development of Exercise Physiology with special reference to India
- 1.3 Importance & role of Exercise Physiology in the field of Physical Education & Sports
- 1.4 Overview of human anatomy and physiology with reference to exercise and sports

**UNIT 2: Psychophysiology of Sport**

- 2.1 Foundations: Basic Electricity, Neuroanatomy and Neurophysiology
- 2.2 Electrodermal Activity: Basics and Application to Polygraph Testing
- 2.3 Cardiovascular Psychophysiology
- 2.4 The Electroencephalogram, Basics in Recording EEG, Frequency Domain Analysis and its Applications I -- Mood Disorders & Emotions

**UNIT 3: Physiology of Aging and Exercise**

- 3.1 Gerontology: Study of Aging: Concept and significance of studying aging in the field of physical education and sports. Various physical, anatomical, physiological and psychological changes due to aging and its physiological basis.
- 3.2 Role of regular exercise / physical activity on aging process.
- 3.3 Aging and exercise training responses: Trainability of the older sedentary normal individual.
- 3.4 Flexibility, Cardio-vascular endurance and Resistance exercises for the aged.

**UNIT 4: Doping & Sports**

- 4.1 Definition and Classification
- 4.2 Effect of various dopes (positive / negative)
- 4.3 Dope Tests
- 4.4 Latest Rules and Regulations about doping by WADA

**PRACTICAL**

- Estimation of Target Heart Rate
- Measurement of blood hemoglobin (Hemometer)
- Estimation of energy cost of exercise Blood pressure measurement (sphygmomanometer, blood pressure, apparatus electronic)
- Measurement of aerobic and anaerobic power
- Measurement of Respiratory rate (Spirometry)
- Maximum strength testing (Dynamometer)
- Electromyography
- Measurement of Height and sitting Height.
- Measurement of Biacromial Diameter (Shoulder Width)
- Measurement of Humerus Bicondylar Diameter (Elbow Width)
- Measurement of Chest Circumference Normal and Maximal)
- Measurement of Body Mass Index.
- Evaluation of Percent Body Fat and Lean Body Mass by the through skin fold (Durnin and Rehman chart)
- Evaluation of Physical Efficiency Index (PEI)
- Evaluation of Flexibility (Sit & Reach test)
- Evaluation of Strength (Grip Strength, Leg Strength and Back Strength)
- Skinfold measurement of body fat

**Reference:**

1. Edward L Fox, Richard W. Bowers and Merle L. Foss, (1981).*The Physiological Basis of Physical Education and Athletics*. William C Brown Pub., Hardcover.
2. Frank C. Mooren, Klaus Volker, Editors, (2004) *Molecular and Cellular Exercise Physiology*. Human Kinetics, Champaign.
3. Gene M. Adams,(2002)*Exercise Physiology: Laboratory Manual*. McGraw-Hill Higher Education, New York.
4. Jack H. Wilmore, David L. Costill and W. Larry Kenney,(2015) *Physiology of Sport and Exercise*. Fourth Edition, Human Kinetics, Campaign.
5. Robert A. Robergs and Scott O. Roberts, (1999)*Fundamental Principles of Exercise Physiology: For Fitness, Performance, and Health*. McGraw-Hill College, New York.
6. Scott K. Powers, (2011) *Exercise Physiology: Theory and Application to Fitness and Performance*. McGraw-Hill Higher Education, New York.

**SUBJECT NAME: Foundation of Health, Fitness and Nutrition**  
**SUBJECT CODE:M.A./I/SP/06**

**LEARNING OBJECTIVE:**

- Concepts of health, health education and health problems
- Hygiene community health, and nutrition

**UNIT 1: Health Education and Health Problems**

- 1.1 Concept, Dimensions, Spectrum, and Determinants of Health, Positive Health
- 1.2 Concept, Aims, Objectives, Scope, and Principle of Health Education,
- 1.3 Methods of Communication in Health Education
- 1.4 Communicable and Non-Communicable Diseases

**UNIT 2 Personal and Environmental Hygiene & Community Health**

- 2.1 Nutrition and Environmental Sanitation, Medical Care
- 2.2 Population
- 2.3 Care of skin, mouth, nails, clothing, bathing etc., Importance of rest, sleep, and exercise
- 2.4 Brief account of housing, water supply, sewage and refuse disposal

**UNIT 3: Fitness, Wellness and Lifestyle**

- 3.1 Fitness – Types of Fitness and Components of Fitness, Understanding of Wellness
- 3.2 Modern Lifestyle and Hypo kinetic Diseases – Prevention and management Physical Activity and Health Benefits
- 3.3 Principles of Exercise Programme, Means of Fitness development – aerobic and anaerobic exercises, Exercises and Heart rate Zones for various aerobic exercise intensities.
- 3.4 Concept of free weight Vs Machine, Sets and Repetition etc, Concept of designing different fitness regiment

**UNIT 4: Health and Nutrition**

- 4.1 Classification of Foods, Proximate principles and role of various nutrients
- 4.2 Balanced diet and Balanced diet for Indian School Children
- 4.3 Malnutrition and adulteration of food, National Health Programme in India and international health agencies (WHO, UNICEF, UNDP)
- 4.4 Eating disorders and performance in sports

**Suggested Readings**

1. Edlin, Golanty and Brown, (2002). *Health and wellness* (Joines and Bartlett (5<sup>th</sup>& 7<sup>th</sup> Edition) Publishers, London)
2. Frank H. Walter H., Turners School(1976) *Health Education*, The C.V. Mosby Company, Saint Louis.
3. Frank H. Walter H.,(1976) Turners School *Health Education*, The C.V. Mosby Company, Saint Louis.
4. Ghosh, B.N. (1977) "*Treaties of Hygiene and Public Health*". New York. Arno Press.
5. Park, J.E. and Park, K.(2002) "*Text-Book of preventive and social medicine*"BanarsidasBhanot Publishers.

**Electronic Resources: Journals**

3. Journal of Sport Sciences

<http://www.tandf.co.uk/journals/titles/02640414.html>

**SEMESTER II****SUBJECT NAME: Cognitive Psychology in Sports****SUBJECT CODE:M.A./II/SP/01****LEARNING OBJECTIVE:**

- Learning cognitive processes, decision making and problem solving
- Understanding attention, concentration and intelligence in relation to sports
- Understanding theories and types of attention and concentration with relation to sports
- Understanding intelligence, theories and its measurements

**UNIT 1: Information Processing System**

- 1.1 Meaning, definition and structure of Cognitive Processes: [Sensation, Perception, Imagination and Memory]
- 1.2. Information Processing
- 1.3 Decision Making and Thought Process
- 1.4 Problem Solving

**UNIT 2: Attentional Process and Concentration**

- 2.1 Definition of Attention and Concentration
- 2.2 Theories of Attention
- 2.3 Types of Attention
- 2.4 Role of Attention & Concentration in Sports

**UNIT 3: Intelligence and Sport**

- 3.1 Meaning and Definition of Intelligence
- 3.2 Theories of Intelligence and Models (Charles Spearman – General Intelligence, Louis. L. Thurstone – Primary Mental Abilities, Howard Gardner – Multiple Intelligences)
- 3.3 Measurement of Intelligence
- 3.4 Factors affecting Intelligence, Intellectual capabilities in Sport, Importance of Sport Psychology and Cognitive Processes in Physical Activity and Sports

**UNIT 4: Emotional Intelligence (EI) and Sport**

- a. Introduction to Emotional Intelligence (EI)- ( What is EI, EQ & IQ) Power of Emotions
- b. Building Blocks of Emotional Intelligence: Ability Based Model (Mayer & Salovey) Mixed Model (Daniel Goleman) Personal Competence (Self Awareness, Self-Management & Motivation) Social Competence (Empathy & Social Skills)
- c. Measuring Emotional Intelligence & Behavioural EQ Initial Self-Assessment on EI Elements (Internal) ; 360 degree Assessment Map; EI Behavioural Test (External) in sport
- d. Techniques for developing EI among athletes and Importance of EI in Sport

**PRACTICAL**

- Memory experiments
- Intelligence testing (Bhatia Battery , Ravens Progressive Matrices )
- Measurement of attention.
- Emotional Intelligence Tests

**Suggested Readings**

1. Reigler, G.R and Reigler, B.R. (2008). *Cognitive Psychology*. Pearson Education, New Delhi.
2. Smith, E.E. & Kosslyn, S.M. (2011) *Cognitive Psychology: Mind and Brain*, PHI learning.
3. Solso, R.L. (2004). *Cognitive psychology*. Pearson Education. New Delhi.
4. Srinivasan, N. Kar, B.R. and Panday, J. (2010). *Advances in cognitive sciences*. New Delhi : Sage
5. Sternberg, R.J. (2007). *Cognitive Psychology*. New Delhi .Cengage learning.

**SUBJECT NAME: Social Psychology in Sports****SUBJECT CODE:**M.A./II/SP/02**LEARNING OBJECTIVE:**

- Understanding the foundations and methods in social psychology
- Understanding group dynamics, leadership and role of spectators in sporting performances
- Understanding the theoretical foundations of aggression, management and its effect on performance

**UNIT 1: Introduction**

- 1.1 Foundations of Social Psychology, Methods in Social Psychology
- 1.2 Attributions about Others ( Fritz Heider Attribution Theory , Kelley's Attribution Theory , Weiner's Attribution)
- 1.3 Attitudes and Behavior, Behavioral Influences on Attitudes
- 1.4 Conformity and Compliance, Obedience to Authority

**UNIT 2: Dynamics of Group**

- 2.1 Group Dynamics (Nature, Functions and types of groups)
- 2.2 Structure of the Group (Role differentiation, Status differentiation, Norms formation and group cohesiveness)
- 2.3 Group/Team Cohesion (Factor Affecting group performance: Homogeneity of group, stability of membership, Group size, group status, Communication structure, Social facilitation and inhibition)
- 2.4 Development of Team Cohesion (Genesis, teams and groups, cultural influences on team work: Teams in the Indian context and Building teams in the Indian Sport Context)

**UNIT 3: Leadership and Spectators in Sport**

- 3.1 Introduction to Leadership in Sport. Theories [Trait Theory, Fielders Contingency Theories, Situational Leadership, Hersey and Blanchard's Situational Leadership]
- 3.2 Types of Leadership
- 3.3 Inter-personnel Communication and Coach-Athlete Relationship
- 3.4 Spectators, Types and their Effect on Sport Performance



**UNIT 4: Sport and Aggression**

- 1.1 Aggression in Sports – (Meaning, Definition and Types of Aggression)
- 1.2 Dimensions and Theories [Biological and Psychosocial]
- 1.3 Violence in Sport, Management of Aggression
- 1.4 Emotional States and their Effect on Performance

**PRACTICAL**

- Measuring Cohesion ( GEQ )
- Measurement of aggression.
- Assessment of Leadership style
- Team Building Games

**Suggested Readings**

1. Baron, R. A., Byrne, D., & Bhardwaj, G. (2010). *Social psychology* (12th Ed.). New Delhi, India: Pearson.
2. Cratty, B.J. (2000) *Psychology of Contemporary sports*, Human Kinetics Publishers, Champaign Illinois.
3. Carron, A.V., Hausenlas, H.A. Mark Eys (2005). *Group Dynamics in Sport*. Morgantown, WV: Fitness Information Technology, INC, US.
4. Cronbach J. Lec (1990) *Essentials of Psychological Testing* (Harper Colins Publishers).
5. Cratty, Braynat. J., (1973) *Movement Behaviour and Motor Learning* (Philadelphia: Lea and Febiger, 1973,), Edn.3
6. Hogg, M. A., & Vaughan, G. M. (2005). *Social psychology*. Harlow: Pearson Prentice Hall.
7. Husain, A. (2012). *Social psychology*. New Delhi, India: Pearson.
8. Kamlesh, M.L.(2011) *Psychology in Physical Education and Sport*, 3<sup>rd</sup> ed. Metropolitan Book Co.Pvt.Ltd Delhi.
9. Myers, D. G. (2008). *Social psychology*. New Delhi, India: Tata McGraw-Hill.
10. Nideffer, R. M. (1992). *Psyched to Win*. Champaign, IL: Leisure Press
11. Magill, Richard A (1993) *Motor Learning Concepts and Application*, 4<sup>th</sup> ed WCB Brown and Benchmark Publishers.
12. Mark R. Beauchamp, Mark A. Eys (2008) *Group Dynamics In Exercise and Sport Psychology: Contemporary Themes* Routledge Publisher
13. Richard M. Suinn, ( 2002 ) *Psychology in Sports, Methods & Application*, Surjeet Publication, Kolhapur Road, Kamla Nagar, New Delhi-07

**SUBJECT NAME: Psychometric and Psycho Diagnostic****SUBJECT CODE:M.A./II/SP/03****LEARNING OBJECTIVE:**

- Measurement, evaluation and ethics in sport psychology
- Criterion measures and test construction in sport psychology

**UNIT 1:Measurement and Evaluation in Sport Psychology**

- 1.1 Meaning and Definition of Psychometrics and Psycho-diagnosis
- 1.2 Use of Sport Psychology measurement Tools, Administration, Scoring, Interpretation, Reporting and Providing Feedback
- 1.3 Norm and Criteria based measurement
- 1.4 Data-base Development.

**UNIT 2: Ethics in Psychological Measurement and Evaluation**

- 2.1 Measurement Limitations in Sport and Exercise Psychology.
- 2.2 Assessment Limitations in Sport and Exercise Psychology
- 2.3 Use, Misuse and Disuse of Psychometrics.
- 2.4 Professional and Ethical Issues in Sport Psychology (Confidentiality, Record Keeping Ethical & Confidentiality in Computer based service provision)

**UNIT 3: Quantitative and Qualitative Psychological Measurement**

- 3.1 Criteria for Testing : Completeness, Unambiguity, Consistency, Traceability, Practicability, Testability.( reliability , validity and objectivity)
- 3.2 Criteria for Qualitative Testing
- 3.3 Designing Qualitative Research (site selection, sampling, and data collection
- 3.4 Importance of Psychological measurement and evaluation for Athletes (Talent Identification, Profile Preparation, Counseling etc)

**UNIT 4: Test Construction in Sport Psychology**

- 4.1 Different stages of Psycho-Diagnostics
- 4.2 Methods of Behavioural Assessment
- 4.3 Construction of a Psychological Test / Batteries (Personality , Motivation , Emotion, Health and Wellbeing )
- 4.4 Statistical Application for Qualitative Data

**PRACTICAL**

- Sample Test Construction and preparation of Batteries Personality/Motivation/Social Facilitation
- Qualitative Analysis of Data (Case Studies, Graphical Representation of the Information)

**Suggested Readings**

1. Aiken, L. R., & Groth-Marnet, G. (2009). *Psychological testing and assessment* (12th Ed.). New Delhi: Pearson Education.
2. Anastasi, A., & Urbina, S. (2003). *Psychological testing* (7th Ed.). New Delhi, India: Prentice – Hall of India Pvt. Ltd.
3. Barve, B. N., & Narake, H. J. (2008). *Manomapan*. Nagpur, India: VidyaPrakashana.
4. Desai, B., & Abhyankar, S. (2007). *Manasashatriyamapan*. Pune, India: NarendraPrakashana.
5. Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th Ed.). Boston: Pearson Education.
6. Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.
7. Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th Ed.). New Delhi, India: Cengage.
8. Tenenbaum, Gershon (2001) *The Practice of Sport Psychology* Fitness Information Technology, INC, US
9. Vealey, Robin.S (2005) *Coaching for the Inner Edge* Morgantown, WV: Fitness Information Technology.
10. Weinberg, R.S & Gould, Daniel (2015) *Foundations of Sport and Exercise Psychology, 6th Ed.* Human Kinetics Publishers, Inc Champaign IL.

**Electronic Resources: Journals**

- The Sport Psychologist  
<http://www.humankinetics.com/products/journals/index.cfm>
- Non peer reviewed journals
- Athletic Insight <http://www.athleticinsight.com>

**SUBJECT NAME: Intervention Strategies and Sports Behaviour**  
**SUBJECT CODE:M.A./II/SP/04**

**LEARNING OBJECTIVE:**

- Understanding the foundations and methods of intervention strategies
- Understanding relaxation and activation processes in enhancing sporting performances
- Understanding the theoretical foundations of overtraining and energy, management and its effect on performance

**UNIT-I: Introduction to Intervention strategies:**

- 1.1 Introduction, mental skill training in sports, Sports Psychology: A clinician's perspective,
- 1.2 Action theory approach to applied sports psychology,
- 1.3 Eating disorders in sport: from theory to research to intervention.
- 1.4 Psychosocial antecedents of sport injury and intervention for risk reduction.

**UNIT 2: Intervention strategies in Sports**

- 1.1 Relaxation Procedures – Progressive Relaxation – Autogenic Training, Transcendental Meditation .
- 1.2 Biofeedback
- 1.3 Cognitive Strategies: Imagery, Thought Stopping and Centering, Self-Talk,
- 1.4 Psyching up strategies

**UNIT 3: Psychological Aspect of Overtraining**

- 3.1 Performance focus, Psychological Well-being,
- 3.2 Educating Coaches and Athletes about Overtraining,
- 3.3 Physical Health, Increasing Coach-Athlete Communication,
- 3.4 Developing Athlete Resources.

**UNIT 4: Energy Management among Athletes**

- 3.1 Understanding Energy Management – Arousal affecting Performance, Effects of Under arousal and Over arousal in Performance
- 3.2 Developing Athlete Energy Management Skills
- 3.3 Phases in energy management – Education Phase, Acquisition Phase and Implementation Phase

### 3.4 Athletes choking under pressure, preparatory routines in self-paced events ( Beginner to skilled athletes )

#### PRACTICAL

- Relaxation Procedures
- Biofeedback Training
- Developing Schedule for Athletic management, Preparation of PST Programme

#### Suggested Readings

1. Gurbakhsh S. Sandhu (2002), *Psychology in Sports – A Contemporary Approach*, Friends publications, New Delhi.
2. Murphy, S.M. (1995), *Sport Psychology Interventions*, Human Kinetics, Auckland.
3. Weinberg, R.S, Gould D (2003), *Foundation of Sport & exercise Psychology*, 3<sup>rd</sup> Edition, Human Kinetics, South Australia.
4. Athanasios G. Papaioannou (Editor), Dieter Hackfort (Editor) ( 2014) *Routledge Companion to Sport and Exercise Psychology: Global Perspectives and Fundamental Concepts (International Perspectives on Key Issues in Sport and Exercise Psychology)* ISBN-13: **978-1848721289**

**SUBJECT NAME: Sports Biomechanics and Performance Analysis****SUBJECT CODE:**M.A./II/SP/05**LEARNING OBJECTIVE:**

- Understanding concepts of Linear and Angular Kinematics of Human Movement, Projectile motion and Fluid Mechanics.
- Conceptual basis of Linear and Angular Kinetics of Human Movements and analysis of various sports Skills.

**UNIT 1: Introduction to Biomechanics**

- 1.1. Meaning and definition of Sports biomechanics.
- 1.2 Importance of biomechanics in the field of Sports and Physical education.
- 1.3 Axis and Plane, Dynamics, Kinetics, Centre of gravity, Line of Gravity, Vector and Scalars
- 1.4 Linear kinematics-Distance, displacement, speed and velocity, acceleration

**UNIT 2: Principles of Biomechanics**

- 2.1 Meaning and definition of motion, Newton's law of motion, Types of Motion: Linear motion, angular motion, circular motion, uniform motion.
- 2.2 Principles related to law of Inertia, Law of acceleration and law of counter force.
- 2.3 Meaning and definition of Force, Sources of force and force components,
- 2.4 Force applied at an angle –pressure-friction- Buoyancy. Spin, Centripetal and centrifugal force.

**UNIT 3: Biomechanics and Energetic**

- 3.1 Meaning of work, power and energy. Kinetic energy and Potential energy,
- 3.2 Leverage- classes of lever and its practical application in sports. Equilibrium.
- 3.3 Factors influencing equilibrium. Guiding principle of Stability, Static and Dynamic stability.
- 3.4 Water resistance, Air resistance, Aerodynamics

## UNIT 4: Biomechanical and Performance Analysis

4.1 Biomechanical analysis of various fundamental movements of Human body:

Walking, jogging, Running, Pushing, Pulling jumping, Throwing.

4.2 Methods of analysis – Qualitative, Quantitative and predictive

4.3 Complex movement analysis in sports

4.4 Performance Analysis (Software)

### PRACTICAL

- Video capturing and analysis using software
- Technical analysis and description in 2D
- Applying the principles of biomechanics to body movements and describing them.

### Suggested Readings

1. Hay, J.(1978) *The Biomechanics of Sports Techniques* (2<sup>nd</sup>ed.) (Englewood Cliffs: Prentice- hall.
2. Hay, James G. and Reid J. Gavin (1988) *Mechanics and Human motion, second Edition* (Englewood Cliffs, New Jersey: Prentice hall.
3. Nordin, M. & Frankel, V. (1990) *Basic Biomechanics of Musculoskeletal System*, Philadelphia: Lea &Febiger
4. Kreighbaum, Ellen and Barthels (1990) *Biomechanics- A qualitative Approach for Studying Human movements*.3<sup>rd</sup> Ed., New York: MC millan publishing company, 1990).

**SUBJECT NAME: Sport Training****SUBJECT CODE:**M.A./II/SP/06**LEARNING OBJECTIVE:****UNIT 1: Introduction to Sports Training**

- 1.1 Meaning and Definition of Sports Training
- 1.2 Aim and Objective of Sports Training
- 1.3 Principles of Sports Training
- 1.4 System of Sports Training – Basic Performance, Good Performance and High Performance Training

**UNIT 2: Training Components**

- 2.1 Strength – Mean and Methods of Strength Development
- 2.2 Speed – Mean and Methods of Speed Development
- 2.3 Endurance - Mean and Methods of Endurance Development
- 2.4 Coordination & Flexibility – Mean and Methods of coordination Development  
Mean and Methods of Flexibility Development

**UNIT 3: Training Process**

- 3.1 Training Load- Definition and Types of Training Load
- 3.2 Principles of Intensity and Volume of stimulus
- 3.3 Technical Training – Meaning and Methods of Technique Training
- 3.4 Tactical Training – Meaning and Methods of Tactical Training

**UNIT 4: Training programming and planning**

- 4.1 Periodization – Meaning and types of Periodization
- 4.2 Aim and Content of Periods – Preparatory, Competition, Transitional etc.
- 4.3 Planning – Training session
- 4.4 Talent Identification and Development



**PRACTICAL**

- Preparing Schedule of various training components
- Planning of Training Session for age group

**Suggested Readings**

1. Dick W. Frank, (2002) *Sports Training Principles* , 4<sup>th</sup> ed. London: A&C Black Ltd..
2. Harre, D. (1982) *Principles of Sports Training* , Berlin: Sport Veulag.
3. K. Chandra Shekar, (2004) *Sports Training*, KhelSahityaKendra .
4. Matveyev, L.P. (1977) *Fundamentals of Sports Training* ,Moscow :Progress Publishers.
5. Singh, Hardayal.(1991) *Science of Sports Training* ,New Delhi: DVS Publications.
6. Tudor B. Bompa&Mihal C. Carera, (2005) *Periodiation Training for Sports*, Human Kinetics, (IInd Edition).
7. Uppal, A.K.(2001) *Principles of Sports Training* ,Delhi: Friends Publication.
8. YograjThani,(2003) *Sports Training*, Sports Publication.

**SEMESTER III**

**SUBJECT NAME: Psychology of Athletes, Coaching & Officiating**  
**SUBJECT CODE:M.A./III/SP/01**

**LEARNING OBJECTIVE:**

- Understanding athletes, coaching approaches and styles
- Psyche of sport officials, psychological preparation of athletes, coaches and officials
- 

**UNIT 1: Athletes and Coaching**

- 1.1 Types of athletes and coaching approach
- 1.2 Types of coaches and officials
- 1.3 Levels of athletes
- 1.4 Levels of coaches and officials

**UNIT 2: Coaching Styles**

- 2.1 Philosophy of Coaching
- 2.2 The coaching process and the role of a Coach.
- 2.3 Coaching as an Inter-personnel relationship
- 2.4 Coaching in its social context.

**UNIT 3: Officials and Officiating**

- 3.1 Principles of Officiating and Officiating Style ( setting and achieving professional goals, communicating effectively with other officials, coaches, and athletes, developing decision-making skills, and managing conflict effectively)
- 3.2 Psychology of Sport Officials (Psychological qualities of good Officials)
- 3.3 Developing good Qualities in Officials
- 3.4 Psychological preparation for Officiating (Pre, During, Post Competition).

**UNIT 4: Psychological Preparation**

- 4.1 Psychological preparation of athletes (short term and long term)
- 4.2 Psychological preparation of coaches and officials.
- 4.3 Psychological skill training and Personnel development skills (communication skills, time management, conflict resolution).
- 4.4 Psyching up and psyching down strategies for athletes, coaches and officials.

**PRACTICAL**

- Assessment of Types of Athletes
- Strategies for relaxation and activation
- Schedule of psychological Preparation for coaches and officials
- Designing and implementing PST programme

**Suggested Readings**

1. Berger, B.G., Pargman, D., & Weinberg, R.S. (2006) *Foundations of Exercise Psychology, 2nd Ed.* Morgantown, WV: Fitness Information Technology.
2. Gill, Diana L (2008) *Psychological Dynamics of Sport & Exercise, 3rd ed.* Human Kinetics Publishers, Inc Champaign IL.
3. Horn, Thelma (2008) *Advances in Sport Psychology* Human Kinetics Publishers, Inc Champaign IL.
4. Martens, Rainer (2014) *Coaching Guide to Sport Psychology, 10th Ed.* Human Kinetics Publishers, Inc Champaign IL.
5. Murphy, Shane M (2005) *Sport Psychology Interventions* Human Kinetics Publishers, Inc Champaign IL.
6. **Electronic Resources: JournalsSport Psych**  
Unpublished <http://www.geocities.com/CollegePark/5686/journal.html>

**SUBJECT NAME: Athletic Counseling and Positive Psychology**  
**SUBJECT CODE:M.A./III/SP/02**

**LEARNING OBJECTIVE:**

- Understanding basics of counseling and its use in sports
- Understanding mental health issues in relation to sports

**UNIT 1:Basics of counseling Skills:**

- 1.1 Meaning and Definition of Guidance and Counseling
- 1.2 Basic skills in counseling
- 1.3 Characteristics of a counselor
- 1.4 Importance of counseling in sports

**UNIT 2:Mental Health and Psychotherapy**

- 2.1 Etiology of Mental Health Issues: Psychodynamics, cognitive, humanistic and biological models
- 2.2 Common Mental Health Disorders (Depression, Anxiety, Mood Disorders), Relationship between mental health and sports
- 2.3 Psychotherapies: Client Centred Therapy, Behavior Therapy,
- 2.4 Psychotherapies: Rational Emotive Behavior Therapy, Cognitive Behavior Therapy, Mindfulness Cognitive Behavior Therapy

**UNIT 3: Positive Psychology**

- 3.1 Meaning and Definition of Positive Psychology, Authentic happiness Theory and Well-being theory
- 3.2 *Concept of Mindfulness. Theories: Two-component model, The five-aggregate model*
- 3.3 Self-esteem: Cognitive and Affective models, self-serving bias, self and Self-control
- 3.4 Concept of Positive Mental Health: Psychological well-being and its Importance in sports

**UNIT 4: Eating Disorder and it's Management**

- 4.1 Overview of Eating Disorders: Rising incidents of eating disorders, Research and future directions, Multicultural considerations
- 4.2 Anorexia, Bulimia, Binge-eating Disorder and Their Variations: Psychology and Physiology, Obesity in Relation to Eating Disorders: Psychology and Physiology

4.3 Psychological and Social Considerations of Eating Disorder : Trauma and abuse, Gender, Culture, Body image disturbances, Dieting

4.4 Psychological Management of Eating disorders

#### Practical

- Happiness Scale
- Self-esteem scale
- Subjective well being
- Role play in Counseling Skills
- Behavioural Therapies for eating disorder
- Cognitive Restructuring

#### Suggested Readings

1. Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). International handbook of behavior modification and therapy. New York: Springer Science & Business Media.
2. Corey, G. (2015). Theory and practice of counseling & psychotherapy. New Delhi: Pearson.
3. Cormier, L. S., & Nurius, P. S. (2003). Interviewing and change strategies for helpers (Fifth ed.). Pacific Grove, CA: Brooks/Cole.
4. Gladding, S. T. (2012). Counseling: A comprehensive profession. New Delhi: Pearson
5. Joyce, P., & Sills, C. (2014). Skills in gestalt counseling & psychotherapy. Los Angeles: Sage.
6. Lister-Ford, C. (2002). Skills in transactional analysis counseling & psychotherapy. Los Angeles: Sage.
7. Rao, K. (2010). *Psychological Interventions: From Theory to Practice*. In G. Misra (Ed): Psychology in India.
8. Reichenberg, L.W.(2010). *Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills*. 3rd Ed. Indian reprint: Pearson.
9. Seligman, L. (1990). Selecting effective treatments. San Francisco: Jossey—Bass.
10. Sharf, R. S. (2012). *Theories of Psychotherapy & Counselling: Concepts and Cases* (5th Ed). Brooks/ Cole Cengage Learning
11. Snyder, C. R., & Lopez, S. J. (2002). Handbook of positive psychology. New York: Oxford University.
12. Tolan, J. (2012). Skills in person-centred counseling & psychotherapy. Los Angeles: Sage.
13. Wills, F. (2008). Skills in cognitive behaviour counseling & psychotherapy. Los Angeles: Sage.

**SUBJECT NAME: Introduction to Health Psychology****SUBJECT CODE:**M.A./III/SP/03**LEARNING OBJECTIVE:**

- To understand the integration between biological, psychological and social factors in health and disease (the bio-psycho-social health model).
- To explore the effects of the various psychological factors in health.
- To study the methods to improve health and leading a healthy life.

Course Contents:

**Unit 1. Introduction to Health Psychology**

- 1.1 Nature of health psychology. Need and Importance.
- 1.2 The mind body relationship
- 1.3 Biopsychosocial Model in Health Psychology
- 1.4 Factors influencing Health Behaviour and Modification

**UNIT 2. Stress and coping**

- 2.1 Definition, Nature and causes/sources of Stress
- 2.2 Theories of Stress, Psychological appraisal and the experience of stress, Physiology of Stress
- 2.3 Coping with stress: Types of Coping strategies
- 2.4 Management of Stress

**UNIT 3: Health Behaviours and Factors**

- 3.1. Meaning of health behaviours. Role of behavioural factors in disease and disorder
- 3.2. Practicing and changing health behaviours, Barriers to modifying poor health behaviours
- 3.3. Ethnic and gender differences in health risks and habits.
- 3.4 Factors predicting health behaviour and beliefs. Attitude change and health behaviours

**UNIT 4. Pain Management**

- 4.1. Physiological and Psychological process involved pain experience and behaviour
- 4.2. Assessment tools of Acute and chronic pain intensity, behaviour and dysfunctions related to pain

4.3. Management of Chronic pain, Placebo effect

4.4. Psychological interventions for Pain management (Cognitive, Behavioural, Biofeedback and Hypnotic Therapies) .

### **PRACTICALS**

- Stress management techniques
- Coping Strategies assessment

Practice of Art of Mindfulness

Suggested Themes: .Mindfulness of posture, breathing, bodily sensations, feelings at sense doors, mental factors and states of consciousness.

Mindfulness in daily life – Mindful walking, eating, listening, seeing, teaching, aging, creativity etc.

### **Suggested Readings**

1. Brannon, L., &Feist, J. (2007). *Introduction to health psychology*. New Delhi, India:Thomson, Wadsworth.
2. Dhar, P. L. (2007). *Value inculcation through self-observation*. Igatpuri, India: Vipassana Research Institute.
3. Dhar, P. L. (2015). Meditation manual based on the Buddha's SatipatthanaSutta. Retrieved from [www.smashwords.com/books/view/531249](http://www.smashwords.com/books/view/531249)
4. Dimatteo, M. R., & Martin, L. R. (2002). *Health psychology*. New Delhi, India: Allyn& Bacon.
5. Goldstein, J. (2016). *Mindfulness*. Colorado, USA: Sounds True.
6. Jennings, P. A. (2015). *Mindfulness for teachers*. New York: Norton and Company.
7. Kaplan, R. M., &Saccuzzo, D. P. (2005). *Psychological testing: principles, applications and issues* (6th ed.). US: Thomson-Wadsworth, Cenage LeadingIndia Pvt Ltd.
8. Langer, E. J. (2014). *Mindfulness*. Boston: Da Capo Press.
9. Ogden, J. (2000). *Health psychology: A textbook*. Philadelphia: Open UniversityPress.
10. Schoeberlein, D. (2009). *Mindful teaching and teaching of mindfulness*. Boston: Wisdom Publications.
11. Taylor, S. E. (2011). *Health psychology*. New Delhi, India: Tata McGraw-Hill.
12. Weinman, J., Johnston, M., & Molloy, G. (2006). *Health psychology*. London: SagePublications.

**SUBJECT NAME: Thesis**

**SUBJECT CODE:M.A./III/SP/04**

**MASTER'S THESIS**

**LEARNING OBJECTIVES:**

- To enable the students to develop skills and competencies for conducting rigorous, theoretically correct and practically relevant research in Sports Psychology

**LEARNING OUTCOME:**

- By completing the Master's thesis, students will demonstrate their academic ability, i.e. their ability to think critically, write according to academic standards, and conduct independent research that is critical, methodical, and systematic.
- A student admitted to M.A. Sports Psychology shall submit a thesis at the end of IV Semester and must submit his/her Synopsis and get it approved by the Head of Department on the recommendation of Department Research Committee (DRC).
- The beginning of the process of Thesis will start in the beginning of III Semester in form of preparation and submission of synopsis, facing and getting final approval from the DRC.
- The thesis must be submitted not less than one week before the beginning of the IV Semester End Examination.
- The candidate has to face the Viva-Voce examination conducted by DRC.

**Structure of the Thesis:**

1. **Title Page**
2. **Certificate**
3. **Abstract (200-250 words)**
4. **Acknowledgements**
5. **Table of Contents**
6. **List of Figures, Tables, Illustrations,**
  - ▶ Chapter 1: Introduction
  - ▶ Chapter 2: Review of Literature
  - ▶ Chapter 3: Methods
  - ▶ Chapter 4: Results and Discussion
  - ▶ Chapter 5: Summary and Conclusion
    - References

**The detail would be given from the Department**



**SUBJECT NAME: Sports Injuries and Rehabilitation****SUBJECT CODE:** M.A./III/SP/05**LEARNING OBJECTIVE:**

- Understanding injuries and rehabilitation in sports
- Concept of first aid, hydrotherapy, thermotherapy and different electrotherapeutic modalities

**UNIT 1: Introduction**

- 1.1 Basic concept of abrasion, Contusions, Wounds & Fractures
- 1.2 Common Sports problems like Muscle Cramps, Myositis, Ossificans, and Sprains & Strains.
- 1.3 Definition & Concept of Athletic care Rehabilitation
- 1.4 Action plan of Athletic Care Rehabilitation.

**UNIT 2: Injury & Tissue Response**

- 2.1 Definition & various components of Macro trauma- Pain, Swelling, Redness & Warmth.
- 2.2 Definition & components of Micro trauma.
- 2.3 Steps of Micro Healing
- 2.4 Explanation of Overuse problems and their management.

**UNIT 3: First Aid, Hydrotherapy & Thermotherapy**

- 3.1 Definition and Meaning of First Aid, Hydrotherapy & Thermotherapy
- 3.2 Detailed Explanation of PRICE
- 3.3 Brief Explanation of Hydrotherapy – Contrast Bath Cold & Hot Packs and Whirlpool
- 3.4 Brief Description of Thermotherapy - Infrared

**UNIT 4: Electrotherapeutic Modalities**

- 4.1 Concept and Brief Explanation of Shortwave Diathermy. Long wave Diathermy & Microwave Diathermy and Ultraviolet Rays
- 4.2 Concept & Use of Electrical Muscle Stimulation
- 4.3 Ultrasound and their combined Utility
- 4.4 Brief Description of TENS, Diapulse & LASER therapies

**Practical:**

- Shin Splint
- Tennis Elbow
- Sprains & Strains
- Isotonic, Isometric & other Rehabilitative exercises
- Practical of Actinotherapy and other therapeutic modalities available at the health centre
- Clayton electrotherapy explained

**Suggested Readings**

1. Carolyn Kisner& Lynn Allen Colby,(2004) *Therapeutic Exercise: Foundation & Techniques* , New Delhi .
2. Dr. P.K. Pandey, (2003) *Sports Medicine Curious Queries* KhelSahitya Kendra New Delhi.
3. Freddie H. Fu, David A. Stone,(2001) *Sports Injuries: Mechanism, Prevention, Treatment*, Lippincott Williams & Wilkins.
4. Jayant Joshi, PrakashKotwal; B.I. Churchill Livingstone (2008) *Essential of orthopedics & Applied Physiotherapy*, New Delhi.
5. Peggy A. Houglum(2001)*Therapeutic Exercise of Athletic Injuries*, , Athletic Training Education Series.
6. Stevan Roy and Richard Irvin (2001) *Sports Medicine: Prevention, Evaluation, Management & Rehabilitation*; New Jersey .

**SUBJECT NAME: Sports Management****SUBJECT CODE:**M.A./III/SP/06**LEARNING OBJECTIVE:**

- Understanding the process of organizing Sports Events
- Identify importance of scale in planning and managing Sports Events
- Conceive, plan, execute and evaluate a Sports Event
- Learning the management of commercials in Sports Events

**UNIT 1: Meaning, Features & Strategic Planning**

- 1.1 Introduction to Sports Event Management
- 1.2 Planning Process – Features & Limitations of Planning
- 1.3 Steps of Implementation of Strategy
- 1.4 Growth, Challenges, & Future of Sports Events in India

**UNIT 2: Functions of Sports Management**

- 2.1 Organizing Functions of Sports Management
- 2.2 Directing Functions of Sports Management
- 2.3 Defining & Developing Objectives for Sports Events
- 2.4 Designing & Executing Sports Marketing Plan

**UNIT 3: Sports Budgeting & Sponsorship**

- 3.1 Stages of Budgeting Process
- 3.2 Identifying Revenue Streams
- 3.3 Event Operation Cost
- 3.4 Sponsorship

**UNIT 4: Sports Event Review and Evaluation**

- 4.1 Reviewing the games – Post games Review
- 4.2 Post-event promotions and media coverage
- 4.3 Following-up with Sponsors; Post-event Debriefing
- 4.4 Evaluating objectives and outcome of Sport Event

**PRACTICAL**

- Event Preparation & Execution on paper
- Creating procurement checklist for the Sports event
- Organizing a Sports Match internally, every fortnight
- Interning to organize in-house Sports Events

**Suggested Readings**

1. Bucher, C.H.(1983) *Administration of Physical Education and Athletic Programmes*, The C.V. Mosby Company, London.
2. Zeigler, E.M. and Dewie, G.W. (1983) *Management Competency Development in Sports and Physical Education*, Lea and Febiger, Philadelphia.
3. Allen, L.A.(1958) *Management and Organization*,Mc-Graw Hill Book Company, Inc., London.
4. Huges, W.L. et. al. (1962) *Administrative of Physical Education*,The Ronald Press, Company, New York.
5. Venderzwaq, H.J.(1935) *Sports Management in Schools and Colleges*, McMillan Publishing Company, New York.
6. Larry Horine,(1991) *Administration of Physical Education and Sports*, Wm.C. Brown Publishers (IInd Edition).
7. Rober L. Mathis & John H. Jackson (2000)*Human Resource Management* (NinthEdition) South Western College Publishing.
8. JackquelynCuneed& M. Joy Sidwell,(1994) *Sports Management Field Experiences*, Fitnson Information Technology;Inc.

**SEMESTER IV****SUBJECT NAME: Professional Practices in Sports Psychology****SUBJECT CODE:**M.A./IV/SP/01**LEARNING OBJECTIVE:**

- Understanding various problems and issues among Athletes and their Psychological Rehabilitation.
- Understanding Coach-Athlete relationship, Coaching Dynamics and Developing Life Skills in Athletes.
- Learning Mental Training and Psychological Skill Training in Sports.

**UNIT 1: Problem Athletes and Recovering Strategies**

- 1.1 Problems and issues working with Individual and Team Sports
- 1.2 Athletes' Burn-out and Drop-out Problems and issues
- 1.3 Psychological Rehabilitation of Injured Athletes
- 1.4 Drug Abuse and Rehabilitation

**UNIT 2: Coach and Coaching Dynamics**

- 2.1 Coach-Athlete -Psychologist Relationship [Quality and Maintenance]
- 2.2 Career Transition in Athletes and Retirement Issues
- 2.3 Developing Life Skills in Athletes

**UNIT 3: Mental Training and Sport**

- 3.1 Need and Importance Mental Training in Sport for Athletes
- 3.2 Relaxation Techniques (PMR, Autogenic Training, Deep Breathing, Guide Imagery)
- 3.3 Activation Techniques (Imagery, VMBR, HYPNOTHERAPY)
- 3.4 Concentration Training, Self-confidence and self-efficacy in sports

**UNIT 4: Psychological and Counseling Skills**

- 4.1 Meaning and Definition Psychological Skill Training (PST methods: (Goal setting, self-talk, mental imagery and mental rehearsal, and relaxation)
- 4.2 Monitoring PST in Performance Routine
- 4.3 Behavior modification: basics of counseling skills, CCT, Gestalt, Assertive Training, Cognitive Interventions

**PRACTICAL**

- Intervention strategies for individual sport athletes
- Intervention strategies for team sport athletes

**Suggested Readings**

1. Gill, Diana L (2008) *Psychological Dynamics of Sport & Exercise, 3rd ed.* Human Kinetics Publishers, Inc Champaign IL.
2. Horn, Thelma (2008) *Advances in Sport Psychology* Human Kinetics Publishers, Inc Champaign IL.
3. Martens, Rainer (2014) *Coaching Guide to Sport Psychology, 10th Ed.* Human Kinetics Publishers, Inc Champaign IL.
4. Murphy, Shane M (2005) *Sport Psychology Interventions* Human Kinetics Publishers, Inc Champaign IL.

**Electronic Resources: Generic Journals**

1. Anxiety, Stress and Coping  
<http://www.tandf.co.uk/journals/titles/10615806.html>
2. Journal of Personality and Social Psychology  
<http://www.apa.org/journals/psp.html>
3. Memory & Cognition  
<http://www.psychonomic.org/MC/>

**SUBJECT NAME: Psychology of Women and Special Population****SUBJECT CODE:**M.A./IV/SP/02**LEARNING OBJECTIVE:**

- Understanding Gender Role in sports.
- Understanding issues of female athletes
- Understanding different categories of Athletic population

**UNIT 1: Gender Role**

- 1.1 Meaning and Definition of Gender
- 1.2 Sex Differences and their importance
- 1.3 Socialization Process in Girls and Boys.
- 1.4 Gender-Inequity and Gender Expectation in Sport.

**UNIT 2: Female Athletes and Sport**

- 2.1 Female Athletes Triad: Problems caused by extreme exercise
- 2.2 Problems by high performance female athletes (Societal, Dietary, Menstrual, Emotional, Osteoporosis)
- 2.3 Psycho physiological Issues

**UNIT 3: Female Athletes and Role Play**

- 3.1 Role Conflict and Female Athletes
- 3.2 Gender Role Expectations
- 3.3 Gender Stereotypes (Past and Present),
- 3.4 Expectation from Family, Friends and others

**UNIT 4: Sport and Special Populations**

- 4.1 Minority & High risk Athletes
- 4.2 Elite Athlete
- 4.3 Physically Challenged and Injured Athletes
- 4.4 Psychological Perspective on Athletes with Physical Disabilities

**PRACTICAL**

- Case study of women athletes and physically challenged athletes
- Remedies/Counseling Techniques

### Suggested Readings

1. Nideffer, Robert M. (1987) *Athlete's Guide to Mental Training*, 2nd ed. Human Kinetics Publishers, Inc Champaign IL.
2. Papaioannou, A.G and Hackfort, Dieter (2014) *Routledge Companion to Sport and Exercise Psychology*. Routledge , Taylor & Francis Group, London and New york.
3. Vealey ,Robin.S (2005) *Coaching for the Inner Edge* Morgantown, WV: Fitness Information Technology.
4. Williams, Jean M.(2014) Vikki Krane *Applied Sport Psychology, Personal Growth in Peak Performance*, 7th Ed. WM.C.Brown Publishers.
5. Weinberg, R.S & Gould, Daniel (2015) *Foundations of Sport and Exercise Psychology*, 6th Ed. Human Kinetics Publishers, Inc Champaign IL.



**SUBJECT NAME: Yoga and Mental Health****SUBJECT CODE:M.A./IV/SP/03****LEARNING OBJECTIVE:**

- Introducing Psycho Physiology and understanding Metaphysical base of Yoga.
- Understanding Indian and Western concept of Personality and therapeutic applications of Yoga.

**UNIT 1: Introduction to Psycho Physiology of Yoga**

1.1 Introduction to Yoga and Mental Health (Psychological and Transcendental perspective. Meaning and characteristics of Mental Health.

1.2 Psycho – Physiology of Traditional Yoga.

1.3 Concept of Normality

1.4 Importance of Normality and Psychological Model

**UNIT 2: Metaphysical Base of Yoga**

2.1 Attitude formations through Yama and Niyam. Individual adjustment in the context of Yoga

2.2 Conflict : Concept, Types and the Yogic approach

2.3 Frustration : Concept and the Remedial measures in Yoga

2.4 Developing resilience and Coping with stress

**UNIT 3: Concept of Personality**

3.1 Indian and western concept of personality

3.2 Indian approach to personality of PanchaKosa

3.3 Psychological approach of Freud.

3.4 Attitude change through Yoga , Mental Relaxation through Prayer

## UNIT 4: Therapeutic Applications of Yoga

4.1 Yoga Psychology : Relevance to Stress, Anxiety, and Emotional Disorders

4.2 Yogic life style for Stress, Anxiety and Depression

4.3 Yoga Meditation : Metaphysical and Therapeutic Perspective

4.4 Concept of Health and Positive Health in Relation to Yogic way, Prayer : a cross cultural approach to Mental Health and beyond

### PRACTICAL

- Asana, Pranayama , Meditation , Kriya

### Suggested Readings

1. Babu, R. K. (2011). *Asana sutras*. Vizianagaram, India: Home of Yoga Publications.
2. Desikachar, T. K. V. (2003). *Reflections on Yoga Sutras of Patanjali*. Krishnamacharya Yoga Mandiram.
3. Iyengar, B. K. S. (1976). *Light on yoga*. London: UNWIN Paperbacks.
4. Niranjanananda Sarswathi, Swami. (1994): *Prana, pranayama, pranavidya*. Munger, India: Bihar School of Yoga.
5. Rama, R. R. (2006). *Journey to the real Self*. Vijinigiri, India: Yoga Consciousness Trust.
6. Satyananda S, Swami. (2002). *Asana, pranayama, mudra, bandha*. Munger, India: Yoga Publications Trust.

**SUBJECT NAME: Internship Project****SUBJECT CODE: M.A./IV/SP/04****INTERNSHIP**

Internship is an important component of sport psychology training that provides students with the opportunity to gain applied practical experience in the field of sport psychology. It allows a student to employ what is learned in class in a supervised environment, which is critical in order to further develop professional skills and assure quality practice. Each student admitted to the M.A. Sports Psychology course shall undergo 8 Credits (144 hours) compulsory internship programme at institutes under Ministry of Youth Affairs and Sports (MYAS). The internship programme shall be of 200 marks, out of which 100 marks shall be internal and 100 marks shall be external.

**LEARNING OBJECTIVES OF INTERNSHIP:**

**The Masters internship would examine the implementation of curriculum based knowledge acquired by the Post Graduate Students which includes the following learning objectives:**

- Theories about psychological requirement and relevance for the sports and exercise participants.
- The social context within which sport psychology is applied.
- Methods and ways to carry out studies in the sports psychology with which the student shall be able to reflect upon the way these methods are applied for Sport Psychology as a profession.
- To acquire knowledge of the challenges faced by sports psychologists and the ways to address them.
- Managerial and organizational skills relevant for sports psychology.
- Assessment of sportspersons and applying intervention strategies.
- Applying counselling skills on different level of sportspersons.

**ASSESSMENT CRITERIA FOR INTERNSHIP SUPERVISOR:**

<b>Sr. No.</b>	<b>Please evaluate this student intern on the following items:</b>	<b>Max. Marks</b>
1.	Arrived to work on-time	10
2.	Behaved in a professional manner	10
3.	Effectively performed Assignments	10
4.	Communication skills	10
5.	Ability to work with others and adapt to a variety of Tasks	10
6.	Decision-making, setting Priorities	10
7.	Reliability and dependability	10
8.	Willingness to ask for help and guidance	10
9.	Demonstrated critical thinking and problem solving skills	10
10.	Meeting deadlines	10
<b>Total</b>		<b>100</b>

**ASSESSMENT CRITERIA FOR EXTERNAL EXAMINER:**

<b>Sr. No.</b>	<b>Component</b>	<b>Max. Marks</b>
1.	Internship Report	30
2.	Viva-Voce	70
<b>Total</b>		<b>100</b>

**Project work****PART- A**

This will be Subject specific. It may include report writing/assignment/practical work/case study/ field work/ analysis on any Sports Groups e. g Racket Sports, Combative Sport, Ball games etc that would be decided at the beginning of the semester based on the availability of Faculty and Facility.

**Evaluation of Project work-II (B) for External Examiner**

<b>Sr. No.</b>	<b>Component</b>	<b>Total Marks</b>
1.	Basic information about the sports chosen	5
2.	Basic skills of the chosen sports	5
3.	Knowledge of psychological skills required for the chosen sports	10
4.	Project File	5
<b>Total</b>		25

**Evaluation of Project work-II (B) for Internal Examiner**

<b>Sr. No.</b>	<b>Component</b>	<b>Total Marks</b>
1.	Assignment/Practical work/Case study/Field work	10
2.	Attendance	10
3.	Project File	5
<b>Total</b>		25

**PART- B**

**This will be Sports Specific.** It may include report writing/assignment/practical work/case study/ field work/ analysis on any Sports Groups e. g Racket Sports, Combative Sport, Ball games etc that would be decided at the beginning of the semester based on the availability of Faculty and Facility.

**Evaluation of Project work-II (B) for External Examiner**

<b>Sr. No.</b>	<b>Component</b>	<b>Total Marks</b>
5.	Basic information about the sports chosen	5
6.	Basic skills of the chosen sports	5
7.	Knowledge of psychological skills required for the chosen sports	10
8.	Project File	5
<b>Total</b>		25

**Evaluation of Project work-II (B) for Internal Examiner**

<b>Sr. No.</b>	<b>Component</b>	<b>Total Marks</b>
4.	Assignment/Practical work/Case study/Field work	10
5.	Attendance	10
6.	Project File	5
<b>Total</b>		25



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