



राष्ट्रीय खेल विश्वविद्यालय

(केंद्रीय विश्वविद्यालय)

(युवा कार्यक्रम एवं खेल मंत्रालय, भारत सरकार)

NATIONAL SPORTS UNIVERSITY, IMPHAL, MANIPUR

(Central University)

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

M.A. (SPORTS PSYCHOLOGY)

SCHEME OF EXAMINATION, COURSE STRUCTURE & DETAIL CURRICULUM

TWO YEARS (FOUR SEMESTERS) REGULAR DEGREE PROGRAMME

2021-2023

Title of the Academic Programme: M.A. Sports Psychology

Duration of the Academic Programme: Two Years (Four Semesters)

Programme Objectives:

- I. 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 Psychology enthusiast who would contribute and participate effectively in the emergent world of Sport, with capacities to remain locally relevant and globally effective.
- II. 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.
- III. Socially driven projects, field/laboratory training and simulations utilizing state-of-the-art knowledge systems and technological facilities.
- IV. Curriculum proposes to have a strong interface between regular as well as innovative teaching pedagogies.
- V. Empower the students to inculcate specific job-oriented skills, as well as building other behavioural skills and competencies to cater to the needs of athletes and coaches.
- VI. 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.
- VII. 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 40% and 60% 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- 40% = 30 marks

| Sr. No. | Particulars | Marks |
|---------|---|----------|
| 1 | Periodical class test held in the given semester | 10 Marks |
| 2 | Subject specific Term Work Module/assessment modes – at least 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.

SCHEME OF EXAMINATION

SEMESTER I

| Subject Code | Subject Name | Credit | Learning hours | Internal Marks | External Marks | Total Marks |
|----------------------------------|--|-----------|----------------|----------------|----------------|-------------|
| PART- A (THEORY) | | | | | | |
| M.A./I/SP/01 | Fundamentals of Sports Psychology | 3 | 48 | 30 | 45 | 75 |
| M.A./I/SP/02 | Motor Learning and Motor Skill Acquisition | 3 | 48 | 30 | 45 | 75 |
| M.A./I/SP/03 | Cognitive Psychology in Sports | 3 | 48 | 30 | 45 | 75 |
| Elective (choose any one) | | | | | | |
| M.A./I/SPE/04 | Female athletes and Special Population | 3 | 48 | 30 | 45 | 75 |
| M.A./I/SPE/05 | Foundation of Health Fitness and Nutrition | | | | | |
| TOTAL | | 12 | 192 | 120 | 180 | 300 |
| PART- B (PRACTICAL) | | | | | | |
| M.A./I/SP(P)/01 | Fundamentals Sports Psychology | 2 | 64 | 25 | 25 | 50 |
| M.A./I/SP(P)/02 | Motor Learning and Motor Skill Acquisition | 2 | 64 | 25 | 25 | 50 |
| M.A./I/SP(P)/03 | Cognitive Psychology in Sports | 2 | 64 | 25 | 25 | 50 |
| | | 6 | 192 | 75 | 75 | 150 |
| PART-C (PROJECTS) | | | | | | |
| M.A./I/SP(P)/06 | Field Exposure in Games and Sports | 3 | 96 | 30 | 45 | 75 |
| M.A./I/SP(P)/07 | Behavioral Analysis | 3 | 96 | 30 | 45 | 75 |
| TOTAL | | 6 | 192 | 60 | 90 | 150 |
| GRAND TOTAL | | 24 | 576 | 255 | 345 | 600 |

Field Exposure in Sports: Students will be given opportunity to choose any one sport and they will participate and observe the teaching learning process and officiating /coaching. Lastly, they will submit a report /assignment/practical work/ fieldwork/ analysis on any game/sports.

Behavioral Analysis will be related to Sports person's behavior during their training and competition. It may include report writing/assignment/practical work/case study/ fieldwork/ behavioural 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.**

SCHEME OF EXAMINATION
SEMESTER II

| Subject Code | Subject Name | Credit | Learning Hours | Internal Marks | External Marks | Total Marks |
|----------------------------------|---|-----------|----------------|----------------|----------------|-------------|
| PART- A (THEORY) | | | | | | |
| M.A./II/SP/01 | Research Methods and Applied Statistics | 3 | 48 | 30 | 45 | 75 |
| M.A./II/SP/02 | Psychophysiological basis of sports | 3 | 48 | 30 | 45 | 75 |
| M.A./II/SP/03 | Intervention Strategies and Sports Behavior | 3 | 48 | 30 | 45 | 75 |
| Elective (choose any one) | | | | | | |
| M.A./II/SPE/04 | Sports Biomechanics and Performance Analysis | 3 | 48 | 30 | 45 | 75 |
| M.A./II/SPE/05 | Sports Training | | | | | |
| M.A./II/SPE/06 | Sports Branding | | | | | |
| TOTAL | | 12 | 192 | 120 | 180 | 300 |
| PART- B (PRACTICAL) | | | | | | |
| M.A./II/SP(P)/01 | Research Methods and Applied Statistics | 2 | 64 | 25 | 25 | 50 |
| M.A./II/SP(P)02 | Psychophysiological basis of sports | 2 | 64 | 25 | 25 | 50 |
| M.A./II/SP(P)/03 | Intervention Strategies and Sports Behavior | 2 | 64 | 25 | 25 | 50 |
| | | 6 | 192 | 75 | 75 | 150 |
| PART-C(PROJECTS) | | | | | | |
| M.A./II/SP(P)/07 | Field Exposure in Games and Sports | 3 | 96 | 30 | 45 | 75 |
| M.A./II/SP(P)/08 | Project Work- Psychology of sports Spectators | 3 | 96 | 30 | 45 | 75 |
| TOTAL | | 6 | 192 | 60 | 90 | 150 |
| GRAND TOTAL | | 24 | 576 | 255 | 345 | 600 |

Field Exposure in games: Students will be given opportunity to choose any one game and they will participate and observe the teaching learning process and officiating /coaching. Lastly, they will submit a report /assignment/practical work/ fieldwork/ analysis on any games.

Project work: will be Psychology of Sports Spectators. It may include report writing/assignment/practical work through questionnaire and interview, fieldwork/ analysis on sports spectators, e.g. Racket Sports, Combative Sport, Ball games during the competition.

SCHEME OF EXAMINATION

SEMESTER III

| Subject Code | Subject Name | Credit | Teaching Hours | Internal Marks | External Marks | Total Marks |
|----------------------------------|---|-----------|----------------|----------------|----------------|-------------|
| PART- A (THEORY) | | | | | | |
| M.A./III/SP/01 | Counselling of Athletes, Coaches and Officials | 3 | 48 | 30 | 45 | 75 |
| M.A./III/SP/02 | Assessment and Measurement in Sports Psychology | 3 | 48 | 30 | 45 | 75 |
| M.A./III/SP/03 | Yoga and Mental Health | 3 | 48 | 30 | 45 | 75 |
| Elective (choose any one) | | | | | | |
| M.A./III/SPE/04 | Sports Injuries and Rehabilitation | 3 | 48 | 30 | 45 | 75 |
| M.A./III/SPE/05 | Sports Management | | | | | |
| M.A./III/SPE/06 | Psychopathology | | | | | |
| TOTAL | | 12 | 192 | 120 | 180 | 300 |
| PART- B (PRACTICAL) | | | | | | |
| M.A./III/SP(P)/01 | Counselling of Athletes, Coaches and Officials | 2 | 64 | 25 | 25 | 50 |
| M.A./III/SP(P)/02 | Assessment and Measurement in Sports Psychology | 2 | 64 | 25 | 25 | 50 |
| M.A./III/SP(P)/03 | Yoga and Mental Health | 2 | 64 | 25 | 25 | 50 |
| Total | | 6 | 192 | 75 | 75 | 150 |
| PART-C (PROJECTS) | | | | | | |
| M.A./III/SP(P)/07 | Field Exposure in Games and Sports | 3 | 96 | 30 | 45 | 75 |
| M.A./III/SP(P)/08 | Research Proposal | 3 | 48 | 30 | 45 | 75 |
| TOTAL | | 6 | 144 | 60 | 90 | 150 |
| GRAND TOTAL | | 24 | 544 | 255 | 345 | 600 |

Submission of Research Proposal by the student. The work undertaken should be presented in PPT and VIVA VOCE should be conducted.

SCHEME OF EXAMINATION

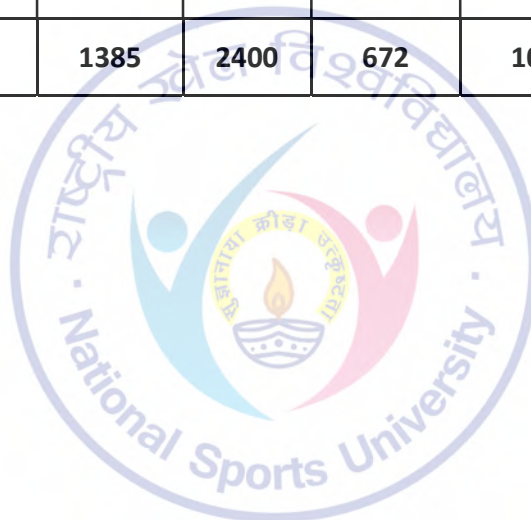
SEMESTER IV

| Subject Code | Subject Name | Credit | Teaching Hours | Internal Marks | External Marks | Total Marks |
|----------------------------|---|-----------|----------------|----------------|----------------|-------------|
| PART-A THEORY | | | | | | |
| MA/IV/SP/01 | Professional Practices in Sports Psychology | 3 | 48 | 30 | 45 | 75 |
| M.A./IV/SP/02 | Social Psychology in Sports | 3 | 48 | 30 | 45 | 75 |
| | TOTAL | 6 | 96 | 60 | 90 | 150 |
| PART- B (PRACTICAL) | | | | | | |
| M.A./IV/SP(P)/01 | Professional Practices in Sports Psychology | 2 | 64 | 25 | 25 | 50 |
| M.A./IV/SP (P)/02 | Social Psychology in Sports | 2 | 64 | 25 | 25 | 50 |
| M.A./IV/SP(P)/03 | Internship | 8 | 256 | 50 | 150 | 200 |
| M.A./IV/SP(T)/04 | Thesis | 6 | 96 | 75 | 75 | 150 |
| | TOTAL | 18 | 480 | 175 | 275 | 450 |
| GRAND TOTAL | | 24 | 576 | 235 | 365 | 600 |

- **Internship:** All the students would be assigned to various centres under MYAS for their training. The criteria of Internship will be provided separately.
- **Submission of the Dissertation 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 | Projects Hours | |
| I | 255 | 345 | 600 | 192 | 192 | 192 | 24 |
| II | 255 | 345 | 600 | 192 | 192 | 192 | 24 |
| III | 270 | 330 | 600 | 192 | 192 | 160 | 24 |
| IV | 235 | 365 | 600 | 96 | 480 | ----- | 24 |
| GRAND TOTAL | 1015 | 1385 | 2400 | 672 | 1056 | 544 | 96 |



DETAILS OF SUBJECT-WISE SYLLABUS**SEMESTER I****Paper - I****SUBJECT NAME: Fundamentals of Sports Psychology****SUBJECT CODE:M.A./I/SP/01****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OUTCOMES:**

- Introduction to psychology of play and its relation to different sports sciences
- Understanding personality and performance
- To attain knowledge of theoretical basis of motivation and goal setting
- Understanding emotion and its relationship with performance

UNIT 1: Basics of Sport Psychology

- 1.1. Psychology of play (Competitive and non-competitive physical activities)
- 1.2. Introduction (Definition, Historical Development need and scope of sports psychology, History of Sports Psychology in India)
- 1.3. Sports Psychology as an integral part of Sports Sciences and Sports Coaching
- 1.4. Importance of Sport Psychology for Athletes, Coaches and other related to Sport Setting

UNIT 2: Personality and Physical Activity

- 2.1 Definition and types of Personality and its relation to Competitive and non-competitive sports
- 2.2 Personality theories [Psychoanalysis, Humanistic, Trait Theories and models]; Constitutional theories (Sheldon, Trait) and Social Learning (Bandura)
- 2.3 Personality and Performance in Sports (Ice Berg Profile by Morgan)
- 2.4 Sports specific personality traits

UNIT 3: Motivation and Performance

- 3.1. Motivation & Goal Setting (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. Definition of Emotion, Types of basic emotions
- 4.2. Definition of Anxiety, Types of Anxiety
- 4.3. Nature of Arousal and Stress, Theories [Drive theory, Inverted –U theory & IZOF]
- 4.4. Emotion Performance Relationship

PRACTICAL**SUBJECT CODE:M.A./I/SP(P)/01**

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25

UNIT-I

- 1.1 Measurement of Personality and Personality Profile (Questionnaire – Big Five and EPQ- R)
- 1.2 Tools and techniques to improve certain personality traits
- 1.3 Tools and techniques of assessment of Sports Anxiety (STAI by Spielberger, SCAT)

UNIT-II

- 1.1 Profile of Mood States (POMS).
- 1.2 Measurement of Motivation (Incentive Motivation, SMS-28, Achievement Motivation)
- 1.3 Goal setting techniques

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.

**SEMESTER I
Paper – II****SUBJECT NAME: Motor Learning and Motor Skill Acquisition****SUBJECT CODE: M.A./I/SP/02****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OUTCOMES:**

- Understanding the basis of motor learning and skill acquisition
- Understanding the concept of motor learning and its relationship performance
- Acquiring knowledge of development of motor skills across the life span
- To understand neuropsychological aspects of motor learning in sports

UNIT 1: Motor Learning

- 1.1. Psychology of Motor Learning, Activity and Skill Acquisition.
- 1.2. Theories of Motor Learning (Adams Closed Loop Theory, Schmidt's Schema Theory)
- 1.3. Motor Learning and Development relationship
- 1.4. Intervention strategies of motor behaviour 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, Locomotors and non-locomotors activities)

UNIT 3: Development 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. Cognitive, Emotional, Associative, Autonomous effects on Motor Learning
- 4.2. Plateau effect in Motor Learning and strategies to overcome it.
- 4.3. Neuropsychological Approach in Motor Learning
- 4.4. Strategies to improve motor learning during various stages of development.

PRACTICAL**SUBJECT CODE:M.A./I/SP(P)/02**

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25

UNIT-I

- 1.1 Measurement and analysis of motor skills
- 1.2 Critical analysis of Reaction Time of different sports
- 1.3 Exploratory and Discovery Skills
- 1.4 Strategies to improve motor skills and reaction time

UNIT-II

- 1.1 Hand eye co-ordination
- 1.2 Foot-Eye Coordination
- 1.3 Hand-Foot Eye Coordination
- 1.4 Strategies to improve hand eye co-ordination

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*, 4th 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>

**SEMESTER I
Paper – III****SUBJECT NAME: Cognitive Psychology in Sports****SUBJECT CODE:M.A./I/SP/03****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OBJECTIVES:**

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

UNIT 1: Information Processing System

- 1.1. 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: Attention 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. Definition of Intelligence
- 3.2. Theories of Intelligence and Models (Charles Spearman – General Intelligence, Louis. L. Turnstone – 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

- 4.1. Introduction to Emotional Intelligence (EI)- (What is EI, EQ & IQ) Power of Emotions
- 4.2. 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)
- 4.3. Measuring Emotional Intelligence & Behavioural EQ Initial Self-Assessment on EI Elements (Internal); 360 degree Assessment Map; EI Behavioural Test (External) in sport
- 4.4. Techniques for developing EI among athletes and Importance of EI in Sport

PRACTICAL**SUBJECT CODE: M.A./I/SP(P)/03**

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25



- Memory experiments: Measuring memory of (Combative sports)
 - Measurement of attention (Digit Span, Digit Vigilance) (Team sports)
- UNIT-II**
- Intelligence testing (Bhatia Battery, Ravens Progressive Matrices)
 - Emotional Intelligence Tests (Mayer-Salovey-Caruso Emotional Intelligence Test)

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.

SEMESTER I Paper – IV ELECTIVE PAPER

SUBJECT NAME: Female Athletes and Special Population

SUBJECT CODE:M.A./I/SPE/04

Credit = 03
Teaching hours = 48
Max Marks = 75
Internal Marks = 30
End semester exam marks = 45

LEARNING OBJECTIVES:

- Understanding Gender Role in sports.
- Knowing issues of female athletes
- Basic concept of role conflict and gender role expectation
- Understanding different categories of Athletic population

UNIT 1: Gender Role

- 1.1. 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
- 2.4. Sexual Harassment in Sport

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

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25

UNIT-I

1. Case study of women athletes and physically challenged athletes

UNIT-II

1. Remedies/Counselling 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, IncChampaign IL.

**SEMESTER I
Paper – V
ELECTIVE PAPER****SUBJECT NAME: Foundation of Health, Fitness and Nutrition****SUBJECT CODE: M.A./I/SPE/05****Credit = 03
Teaching hours = 48
Max Marks = 75
Internal Marks = 30
End semester exam marks = 45****LEARNING OBJECTIVES:**

- Concepts of health, health education and health problems
- Understanding Hygiene and community health
- To know the concepts of fitness, wellness and lifestyle related health issues
- Basics of 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 Hypokinetic 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 regimen.

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 (5th& 7th 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

Journal of Sport Sciences

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

**SEMESTER I
Paper – VI
PROJECT****SUBJECT NAME: Field Exposure in Games and Sports****SUBJECT CODE: M.A./I/SP(P)/06****Credit = 03****Teaching hours = 96****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45**

This will be sports specific. It may include report writing/assignment/practical work/case study/field work/ analysis on any Sports Groups e.g. Athletics/Swimming and Football that would be decided at the beginning of the semester based on the availability of Faculty and facilities.

Evaluation of Project work- Internal Examiner (30 Marks)

| Sr. No. | Component | Total Marks |
|--------------|--|-------------|
| 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 Report writing | 10 |
| Total | | 30 |

Evaluation of Project work- External Examiner (45 marks)

| Sr. No. | Component | Total Marks |
|--------------|--|-------------|
| 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 | 5 |
| 4. | Project Report writing | 30 |
| Total | | 45 |

SEMESTER I Paper – VII PROJECT

SUBJECT NAME: Behavioural Analysis

SUBJECT CODE: M.A./I/SP(P)/07

Credit = 03
Teaching hours = 96
Max Marks = 75
Internal Marks = 30
End semester exam marks = 45

LEARNING OBJECTIVES:

- Issues related to performance and its interventions
- Assessment of psychological characteristics (Stress, Anxiety, level of Motivation etc.)

Behavioural Analysis will be related to Sportsperson's behavior during their training and competition. It may include report writing/assignment/practical work/case study/ fieldwork/ behavioural analysis on any Sports Groups e. g Athletics /Swimming and Football etc. that would be decided at the **beginning of the semester based on the availability of Faculty and Facility.**

Evaluation of Project Work for Internal Examiner (30 Marks)

| Sr. No. | Component | Total Marks |
|--------------|---|-------------|
| 1. | Assignment/Practical work/Case study/Field work on Behavioural Analysis | 5 |
| 2. | Attendance | 5 |
| 3. | Project Report writing | 20 |
| Total | | 30 |

Evaluation of Project Work for External Examiner (45 Marks)

| Sr. No. | Component | Total Marks |
|--------------|---|-------------|
| 1. | Assignment/Practical work/Case study/Field work on Behavioural Analysis | 10 |
| 3. | Project File | 35 |
| Total | | 45 |

SEMESTER II
Paper – I**SUBJECT NAME: Research Methods and Applied Statistics****SUBJECT CODE: M.A./I/SP/03****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OUTCOMES:**

- Characteristics, types and ethical issues in research
- 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, Probability, concepts of normality and developing norms
- Understanding hypothesis testing and the use of different statistical methods for data analysis.

UNIT 1: Introduction

- 1.1. Nature and Characteristics of Research Process
- 1.2. Types of Research: Basic & Applied, Quantitative & Qualitative Research,
- 1.3. Ethical Issues in Research
- 1.4. Plagiarism and Copyright violations, Plagiarism Software

UNIT 2: Process of Thesis Writing

- 2.1. Identifying the Research Problem, Meaning and Formulation of Research
- 2.2. Hypothesis, Delimitations and Limitations, Needs of Significance of the Study, Kinds and Steps of Literature Review
- 2.3. Methods of Data Collection: Participants, Variables & Instruments Selection, Research Design
- 2.4. Writing of Research Proposal, Thesis Format (Citation APA 7th Edition Style)

UNIT 3: Introduction to Statistics

- 3.1. Statistics – Definition, Types. Measures of Central Tendency & Measures of Dispersion, Graphical Representation of Data

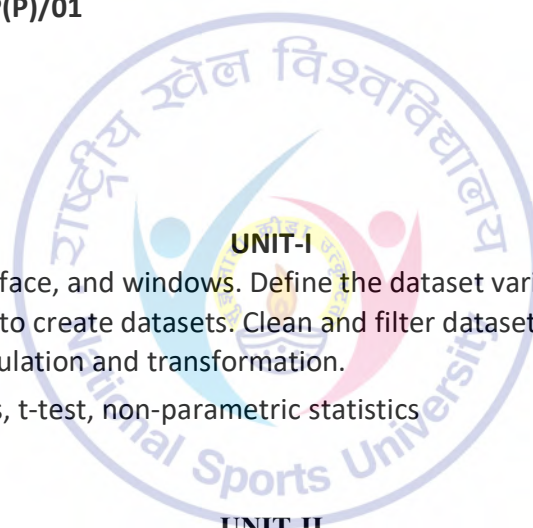
- 3.2. Basic Definitions and rules for probability, Probability distributions
- 3.3. Introduction to sampling distributions, sampling techniques
- 3.4. Determining the sample size, Parameters of large sample and small samples

UNIT 4: Hypothesis testing, Parametric and Non Parametric Methods

- 4.1. Hypothesis testing: one sample and two sample tests for means of small samples (t-test), large samples (z-test), Mann Whitney U test.
- 4.2. One way and two way ANOVA
- 4.3. Chi-square test, Sign test for paired data.
- 4.4. Correlation analysis, estimation of regression line.

PRACTICAL**SUBJECT CODE: M.A./II/SP(P)/01**

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25

**UNIT-I**

- SPSS structure, interface, and windows. Define the dataset variables and their attributes.
- Import data to SPSS to create datasets. Clean and filter datasets and manage missing data;
- Perform data manipulation and transformation.
- Descriptive statistics, t-test, non-parametric statistics

UNIT-II

- ANOVA
- Correlation and Regression analysis using
- Discriminate Regression, Time Series Analysis
- Factor Analysis

SUGGESTED READINGS:

1. Arun Arthur & Arwn. N. Elaine, (1999) "Statistics for Psychology", Prentice Hall.
2. Bose N.M., (2005) Research Methodology . Sher Niwas Publication, Jaipur,
3. D. Silverman David, (2000) Doing Qualitative Research. Saye Publication, New Delhi.
4. Garrett, H. E. (2005). Statistics in psychology and education. Paragon International Publishers.
5. Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.

6. R. L. Gay & P. Airasian, (1996) Educational Research, Merill, Prentice Hall.
7. Verma J.P.(2013). Data Analysis in Management with SPSS Software Springer.
8. Verma, J.P.(2011). Statistical Methods for Sports and Physical Education. Tata McGraw Hill Education, New Delhi.
9. Verma,J.P. and Ghufraan,M.(2012).Statistics for Psychology: A comprehensive Text. Tata McGraw Hill Education, New Delhi.
10. W. J. Best. (1981). Research in Education. Prentice Hall of India Private Limited.



SEMESTER II**Paper – II****SUBJECT NAME: Psychophysiology basis of sports****SUBJECT CODE:M.A./II/SP/02****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OBJECTIVES:**

- Overview of physiological aspects of sports
- Understanding basics of psychophysiology of sports
- Studying physiology of aging, exercise
- Acquiring basic knowledge of doping in sports

UNIT 1: Introduction

- 1.1. Definition of Psychophysiology
- 1.2. Historical development of psychophysiology with special reference to India
- 1.3. Importance & role of Psychophysiology in physical activity
- 1.4. Overview of human anatomy and physiology with reference to exercise and sports

UNIT 2: Psychophysiology of Sport

- 2.1 Foundations: Neuroanatomy and Neurophysiology
- 2.2 Electro dermal 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**SUBJECT CODE: M.A./II/SP(P)/02**

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25

UNIT-I

- 1.1 Recording and Interpretation of EEG, BP, EMG, ECG
- 1.2 Electrodermal activity (EDA) interpretation using Biofeedback
- 1.3 Interpretation of catecholamine blood test

UNIT-II

- 2.1 Respiratory testing
- 2.2 Case study of unipolar disorder/depression using online examples
- 2.3 Measuring EDA and HRV of an athlete

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.

SEMESTER II**Paper – III****SUBJECT NAME: Intervention Strategies and Sports Behaviour****SUBJECT CODE:M.A./III/SP/03****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OBJECTIVES:**

- Understanding the foundations and methods of intervention strategies
- Relaxation and activation processes in enhancing sporting performances
- Understanding the theoretical foundations of overtraining and its management
- To know the concept of energy management in athletes

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

- 2.1. Relaxation Procedures: Progressive Relaxation–Autogenic Training, Transcendental Meditation.
- 2.2. Biofeedback
- 2.3. Cognitive Strategies: Imagery, Thought Stopping and Canter, Self-Talk,
- 2.4. Psyching up strategies, Music and mindfulness training

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

- 4.1. Understanding Energy Management – Arousal affecting Performance, Effects of Under arousal and Over arousal in Performance
- 4.2. Developing Athlete Energy Management Skills
- 4.3. Phases in energy management – Education Phase, Acquisition Phase and Implementation Phase
- 4.4. Athletes choking under pressure, preparatory routines in self-paced events (Beginner to skilled athletes)

PRACTICAL**SUBJECT CODE: M.A./II/SP(P)/03**

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25

Unit-I

- Relaxation Procedures (PMR, Autogenic Training)
- Biofeedback Training

Unit-II

- Developing Schedule for Athletic energy 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*, 3rd 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

**SEMESTER II
Paper – IV
ELECTIVE PAPER****SUBJECT NAME: Sports Biomechanics and Performance Analysis****SUBJECT CODE:M.A./II/SPE/04****Credit = 03
Teaching hours = 48
Max Marks = 75
Internal Marks = 30
End semester exam marks = 45****LEARNING OBJECTIVES:**

- Understanding basic concepts of sports biomechanics
- Conceptual basis Newton's law of motion and its relation to sports
- Importance of energy and frictions in sports
- Study the biomechanical movement analysis

UNIT 1: Introduction to Biomechanics

- 1.1. 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. 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. 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)

Suggested Readings

1. Hay, J.(1978) *The Biomechanics of Sports Techniques* (2nded.) (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 & Fibiger
4. Kreighbaum, Ellen and Barthels (1990) *Biomechanics- A qualitative Approach for Studying Human movements.*3rd Ed., New York: MC millan publishing company, 1990).

SEMESTER II
Paper – V
ELECTIVE PAPER

SUBJECT NAME: Sport Training

PAPER CODE:M.A./II/SPE/05

Credit = 03
Teaching hours = 48
Max Marks = 75
Internal Marks = 30
End semester exam marks = 45

LEARNING OBJECTIVES:

- Understanding basic principles of sports training
- Development of training components in athletes
- Importance of training process
- Understanding the principles of planning and periodization

UNIT 1: Introduction to Sports Training

- 1.1. 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 –Methods of Technique Training
- 3.4. Tactical Training –Methods of Tactical Training

UNIT 4: Training programming and planning

- 4.1. Periodization – 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

Suggested Readings

1. Dick W. Frank, (2002) *Sports Training Principles* , 4th 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. Bomp&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 II
Paper – VI
ELECTIVE PAPER

SUBJECT NAME: Sports Branding

SUBJECT CODE:M.A./II/SPE/06

Credit = 03
Teaching hours = 48
Max Marks = 75
Internal Marks = 30
End semester exam marks = 45

LEARNING OBJECTIVES:

- Understanding the basic concepts of sports branding
- To know brand management in sports context
- Knowledge of Sports branding in different areas
- Knowing the innovation and ethical aspects of sports brand

UNIT 1: Introduction

- 1.1. Importance of branding for sports promotion
- 1.2. The basics of sports branding
- 1.3. Definition of sports branding
- 1.4. Strategies of effective sports branding

UNIT 2: The basics of brand management

- 2.1. Brand and emotions
- 2.2. Creation and development of a branding sports product
- 2.3. Strategies of branding management of athletes
- 2.4. Media management and commercial aspects of branding for social acceptance of sports

UNIT 3: Sports branding in different areas

- 3.1 **Sports branding in the event sector:** Case studies of Olympics, World Championships, World Cups, Tour de France, Wimbledon
- 3.2 **Sports branding in the area of branded companies:** Case studies of Coca Cola, Pepsi, Rolex, Samsung
- 3.3 **Sports branding in the area of athlete personality:** Case studies of Messi, Ronaldo, Virat Kohli, Sachin Tendulkar
- 3.4 **Sports branding in teams:** Case studies of Manchester United, Indian Men's Cricket Team

UNIT 4: The economic and social value of sport brands

- 4.1. Brands as drivers for companies' profitability, Countering sport brands' aging
- 4.2. Sport brands innovation
- 4.3. Code of ethics in branding
- 4.4. Resisting parasitism, boycott, social criticism and counterfeiting

References

1. Stavros, C., & Smith, A. C. (2019). *Sport branding insights*. Routledge.
2. Bouchet, P., Hillairet, D., & Bodet, G. (2013). *Sport brands*. Routledge.
3. Kunkel, T., & Biscaia, R. (2020). Sport brands: Brand relationships and consumer behavior. *Sport Marketing Quarterly*, 29(1), 3-17.
4. Pritchard, M. P., & Stinson, J. L. (Eds.). (2013). *Leveraging brands in sport business*. Routledge.
5. Smith, A. (2012). *Introduction to sport marketing*. Routledge.



**SEMESTER II
Paper – VII
PROJECT****SUBJECT NAME: Field Exposure in Games and Sports****SUBJECT CODE: M.A./II/SP(P)/07****Credit = 03****Teaching hours = 96****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45**

This will be sports specific. It may include report writing/assignment/practical work/case study/field work/ analysis on any Sports Groups e.g. Athletics/Swimming and Football that would be decided at the beginning of the semester based on the availability of Faculty and facilities.

Evaluation of Project work- Internal Examiner (30 Marks)

| Sr. No. | Component | Total Marks |
|--------------|--|-------------|
| 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 Report writing | 10 |
| Total | | 30 |

Evaluation of Project work- External Examiner (45 marks)

| Sr. No. | Component | Total Marks |
|--------------|--|-------------|
| 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 | 5 |
| 4. | Project Report writing | 30 |
| Total | | 45 |

**SEMESTER II
Paper – VIII
PROJECT****SUBJECT NAME: Behavioural Analysis****SUBJECT CODE: M.A./II/SP(P)/08****Credit = 03
Teaching hours = 96
Max Marks = 75
Internal Marks = 30
End semester exam marks = 45****LEARNING OBJECTIVES:**

- Issues related to performance and its interventions
- Assessment of psychological characteristics (Stress, Anxiety, level of Motivation etc.)

Behavioural Analysis will be related to Sportsperson's behavior during their training and competition. It may include report writing/assignment/practical work/case study/ fieldwork/ behavioural analysis on any Sports Groups e. g Athletics /Swimming and Football etc. that would be decided at the **beginning of the semester based on the availability of Faculty and Facility.**

Evaluation of Project Work for Internal Examiner (30 Marks)

| Sr. No. | Component | Total Marks |
|--------------|---|-------------|
| 1. | Assignment/Practical work/Case study/Field work on Behavioural Analysis | 5 |
| 2. | Attendance | 5 |
| 3. | Project Report writing | 20 |
| Total | | 30 |

Evaluation of Project Work for External Examiner (45 Marks)

| Sr. No. | Component | Total Marks |
|--------------|---|-------------|
| 1. | Assignment/Practical work/Case study/Field work on Behavioural Analysis | 10 |
| 3. | Project File | 35 |
| Total | | 45 |

SEMESTER III**Paper – I****SUBJECT NAME: Counselling of Athletes, Coaches and Officials****SUBJECT CODE:M.A./III/SP/01****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OBJECTIVES:**

- Understanding basics of counselling and its use in sports
- To acquire knowledge of Types & levels of athletes, coaches
- Learning Positive Psychology Interventions in Counselling
- Preparation of Psychological Skills training for Athletes, coaches and officials

UNIT 1: Basics of Counselling:

- 1.1. Definition of Guidance and Counselling
- 1.2. Basic skills in counselling, Importance of counselling in sports
- 1.3. Psychotherapy approaches: Client Centred Therapy, Behavior Therapy
- 1.4. Psychotherapy approaches: Rational Emotive Behavior Therapy, Cognitive Behavior Therapy

UNIT 2: Types of Athletes, Coaches, Officials and psychological preparation

- 2.1. Types & levels of athletes, coaches
- 2.2. Philosophy of Coaching and the role of a Coach
- 2.3. Psychological qualities of good Officials
- 2.4. Psychological preparation of athletes, coaches and officials (pre, during, post competition)

UNIT 3: Positive Psychology Interventions in Counselling

- 3.1 Definition of Positive Psychology, Authentic Happiness Theory, Psychological Well-being theory (Carol Ryff), Optimism
- 3.2 Concept of Mindfulness, Theories: Two-component model, the five-aggregate model, Mindfulness Cognitive Behavior Therapy
- 3.3 Quality of Life Therapy, Well-being Therapy, Hope Therapy
- 3.4 Positive Psychology techniques for Athletes and Coaches, Psychological well-being and its Importance in sports

SEMESTER III**Paper – II****SUBJECT NAME: Assessment and Measurement in Sports Psychology****SUBJECT CODE:M.A./III/SP/02****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OBJECTIVES:**

- To know Measurement and evaluation in sport psychology
- Understanding reliability, validity and ethical codes
- Psychological test construction in sport psychology
- Basics of qualitative measurement and analysis

UNIT 1: Introduction to Measurement in Sport Psychology

- 1.1. Concepts, items and responses; steps in designing measures
- 1.2. Historical comparative and psychometric view
- 1.3. Classical test theory and item response theory
- 1.4. Criterion and Norm-Referenced Measurement

UNIT 2: Basics of Measurement and Ethics in Sports Psychology

- 2.1. Theories and types of reliability; Estimate the reliability coefficient
- 2.2. Conceptualizing validity; different types of validity
- 2.3. Rasch modelling in sports
- 2.4. Ethics and Ethics codes and their issues in Sport Psychology (Confidentiality, Record Keeping Ethical & Confidentiality in Computer based service provision)

UNIT 3: Test Construction in Sport Psychology

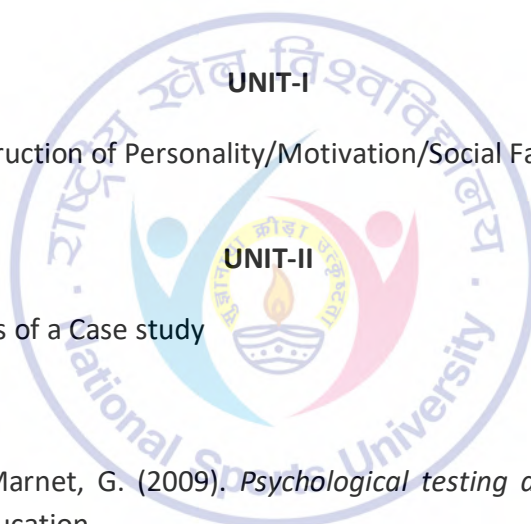
- 3.1. Scaling and scaling methods
- 3.2. Item writing
- 3.3. Item analysis
- 3.4. Steps for Effective Test Construction

UNIT 4: Qualitative Psychological Measurement

- 4.1. Introduction to qualitative measurements and qualitative data collection
- 4.2. Qualitative data analysis (Thematic analysis, grounded theory, discourse analysis, conversation analysis and phenomenological analysis)
- 4.3. Evaluating qualitative research
- 4.4. Importance of Psychological measurement and evaluation for Athletes (Talent Identification, Profile Preparation, Counselling etc.)

PRACTICAL**SUBJECTCODE: M.A./III/SP(P)/02**

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25



1. Sample Test Construction of Personality/Motivation/Social Facilitation/Anxiety

1. Qualitative Analysis of a Case study

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. Cohen, R., & Swerdlik, M. (2010). *Psychological testing and assessment: An introduction to tests and measurement* (7th ed.). New York: McGraw Hill.
5. Desai, B., & Abhyankar, S. (2007). *Manasashatriyamapan*. Pune, India: NarendraPrakashana.
6. Gregory, R. J. (2014). *Psychological testing: History, principals and applications*. (6th Ed.). Boston: Pearson Education.
7. Howitt, D. (2016). *Introduction to qualitative research methods in psychology* (3rd ed.): Pearson UK.
8. Howitt, D., & Cramer, D. (2017). *Research methods in psychology* (5th ed.). Pearson.
9. Husain, A. (2012). *Psychological testing*. New Delhi, India: Pearson Education.
10. Kaplan, R. M., & Saccuzzo, D. P. (2012). *Psychological testing: Principles, applications and issues* (8th Ed.). New Delhi, India: Cengage.

11. Peterson, P. L., Baker, E., & McGaw, B. (2010). *International encyclopedia of education* (3rded.). Elsevier Ltd.
12. Tenenbaum, G. E., Eklund, R. C., & Kamata, A. E. (2012). *Measurement in sport and exercise psychology*. Human Kinetics.
13. Tenenbaum, Gershon (2001) *The Practice of Sport Psychology* Fitness Information Technology, INC, US
14. Vealey, Robin.S (2005) *Coaching for the Inner Edge* Morgantown, WV: Fitness Information Technology.
15. Weinberg, R.S & Gould, Daniel (2015) *Foundations of Sport and Exercise Psychology, 6th Ed.* Human Kinetics Publishers, Inc Champaign IL.



SEMESTER III**Paper – III****SUBJECT NAME: Yoga and Mental Health****SUBJECT CODE: M.A./III/SP/03****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OBJECTIVES:**

- Knowing the basics of Yoga
- Understanding different school of thoughts and types of yoga
- To know the Indian and Western concept of personality and common mental disorders and sports performance.
- Using Yoga as a therapeutic technique.

UNIT 1: Introduction and historical background of Yoga

- 1.1. Historical background of Yoga.
- 1.2. Contribution of famous Yogi Patnajari and Yoga Sutra
- 1.3. Aims & Objectives of Yoga Education
- 1.4. Application & Misconception about Yoga in Modern Society.

UNIT 2: Different Schools of Yoga, Astanga Yoga and meditation

- 2.1. Introduction to different schools of Yoga.
- 2.2. The Astanga Yoga: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana and Samadhi.
- 2.3. Types of Yoga: Karma Yoga, Jnana Yoga, Hatha Yoga, Raja Yoga and Bhakthi Yoga
- 2.4. Meditation, Strategies for relaxing body and mind, Various method of relaxation techniques

UNIT 3: Concept of Personality and Mental Health

- 3.1. Indian and Western concept of personality
- 3.2. Indian approach to personality of PanchaKosa
- 3.3. Defining Mental Health, Psychological models of Abnormality (biological, Behavioural, cognitive, humanistic and psychodynamic models.)
- 3.4. Common Mental Health Disorders (Depression, Anxiety, Mood Disorders), Relationship between mental health and sports

UNIT 4: Therapeutic Applications of Yoga

- 4.1. Yoga Psychology: Effects of Yoga on Mental Health
- 4.2. Yoga as a remedial measure to cope with stress, anxiety and Depression
- 4.3. Mindfulness Meditation and Mental Health: Metaphysical and Therapeutic Perspective
- 4.4. Developing resilience with Yoga, Prayer: a cross cultural approach to Mental Health and beyond

PRACTICAL**SUBJECTCODE: M.A./III/SP(P)/03**

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25

1. Asana and Pranayama

1. Meditation and 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 Mandiaram.
3. Iyengar, B. K. S. (1976). *Light on yoga*. London: UNWIN Paperbacks.
4. NiranjanandaSarswathi, Swami. (1994): *Prana, pranayama, pranavidya*. Munger, India: Bihar School of Yoga.
5. Rama, R. R. (2006). *Journey to the real Self*. Vijnigiri, India: Yoga Consciousness Trust.
6. Satyananda S, Swami. (2002). *Asana, pranayama, mudra, bandha*. Munger, India: Yoga Publications Trust.

**SEMESTER III
Paper – IV
ELECTIVE PAPER**

PAPER NAME: Sports Injuries and Rehabilitation

SUBJECT CODE: M.A./III/SPE/04

**Credit = 03
Teaching hours = 48
Max Marks = 75
Internal Marks = 30
End semester exam marks = 45**

LEARNING OBJECTIVES:

- Understanding common concepts of injury and athletic care rehabilitation
- To know the tissue response during injury
- Knowing concept of first aid, hydrotherapy, and thermotherapy
- Familiarisation of 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

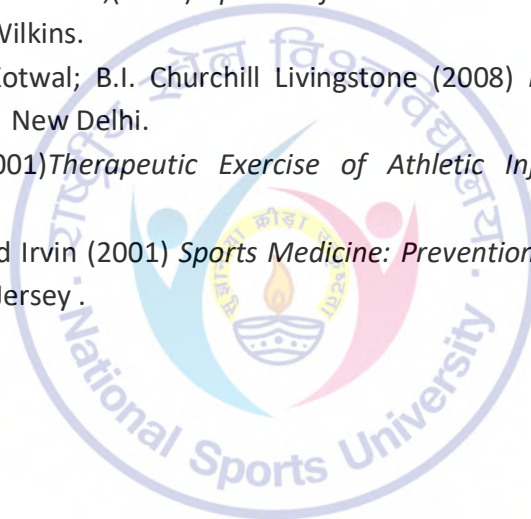
- 3.1. Definition of First Aid, Hydrotherapy & Thermotherapy
- 3.2. Detailed Explanation of PRICE
- 3.3. Brief Explanation of Hydrotherapy – Contrast Bath Cold & Hot Packs and Whirlpool
- 3.4. Brief Description of Thermotherapy - Infrared

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

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 .



SEMESTER III Paper – V ELECTIVE PAPER

SUBJECT NAME: Sports Management

SUBJECT CODE:M.A./III/SPE/05

Credit = 03
Teaching hours = 48
Max Marks = 75
Internal Marks = 30
End semester exam marks = 45

LEARNING OBJECTIVES:

- 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: 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

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*, Fitson Information Technology;Inc.

**SEMESTER III
Paper – VI
ELECTIVE PAPER**

SUBJECT NAME: Psychopathology

SUBJECT CODE:M.A./III/SPE/06

**Credit = 03
Teaching hours = 48
Max Marks = 75
Internal Marks = 30
End semester exam marks = 45**

LEARNING OBJECTIVES:

- To know different theoretical models of clinical psychology
- Understanding of the various manifestations of psychopathology
- Demonstrate the ability to use DSM V and ICD 10 classificatory systems
- Demonstrating skills required to diagnose various disorders.

UNIT 1: Introduction to Psychopathology

- 1.1. Psychopathology: Meaning and Criteria
- 1.2. Models of Clinical Psychology: Psychodynamic, Behavioural, Phenomenological and Interpersonal.
- 1.3. Classification of Abnormal Behavior: Classification Systems – DSM-5 and ICD-11.
- 1.4. Differences in ICD-11 and DSM-V

UNIT 2: Psychopathology of Neurocognitive, Sleep and Anxiety disorders

- 2.1. Dementia, delirium, head injury, epilepsy, other amnesic syndromes; Clinical characteristics and etiology and treatment
- 2.2. Sleep disorder; Clinical characteristics, etiology and treatment.
- 2.3. Specific phobia and panic disorder: Clinical characteristics, etiology and treatment.
- 2.4. Generalized anxiety disorder (GAD) and Obsessive compulsive disorder (OCD): Clinical characteristics, etiology and treatment.

UNIT 3: Psychopathology of Trauma and Stress related disorders, Mood and Schizophrenia

- 3.1. Trauma and stress related disorders: PTSD, Dissociative disorders: Dissociative identity disorders, derealization disorders.
- 3.2. Mood disorders: Bipolar I, & II, cyclothymic disorder. Depressive disorder: Disruptive mood dysregularities, major depressive disorder.
- 3.3. Schizophrenia spectrum and other psychotic disorders: Schizophrenia, delusional disorder, brief psychotic disorder.
- 3.4. Major disorders in sports.

UNIT 4 : Psychopathology of Adult Personality Disorders, sexual dysfunctions, gender dysphoria and substance related and addictive disorders

- 4.1. Clinical characteristics, etiology and theories of cluster A, B and C personality disorders. Differences in ICD and DSM V.
- 4.2. Clinical characteristics, etiology of sexual dysfunctions, gender dysphoria and paraphilias
- 4.3. Clinical characteristics, etiology, models of addiction, assessment in addiction.
- 4.4. Motivational intervention and behavioural assessment.

Suggested Readings

1. American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. American Psychiatric Pub.
2. Barlow, D. H., & Durand, V. M. (1999). *Abnormal psychology: An integrative approach* (2nded.). Brooks/Cole.
3. Buss, A. H. (1999). *Psychopathology*. John Wiley.
4. Butcher, J. N. (2014). *Abnormal psychology*. Pearson Education.
5. Carson, R. C., Butcher, J. N., & Mineka, S. (2001). *Abnormal psychology and modern life* (11th Ed.). Allyn and Bacon.
6. Kaplan, H. J., & Sadock, B. J. (2004). *Synopsis of comprehensive textbook of psychiatry* (10thed.). Williams & Wilkins.
7. Sarason, I. G., & Sarason, B. R. (2006). *Abnormal psychology* (11thed.). PrenticeHall India.
8. World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines*. World Health Organization.
9. World Health Organization. (2015). *The ICD-11 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines*. World Health Organization.

**SEMESTER III
Paper – VII
PROJECT****SUBJECT NAME: Field Exposure in Games and Sports****SUBJECT CODE: M.A./III/SP(P)/07****Credit = 03****Teaching hours = 96****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45**

This will be sports specific. It may include report writing/assignment/practical work/case study/field work/ analysis on any Sports Groups e.g. Athletics/Swimming and Football that would be decided at the beginning of the semester based on the availability of Faculty and facilities.

Evaluation of Project work- Internal Examiner (30 Marks)

| Sr. No. | Component | Total Marks |
|--------------|--|-------------|
| 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 Report writing | 10 |
| Total | | 30 |

Evaluation of Project work- External Examiner (45 marks)

| Sr. No. | Component | Total Marks |
|--------------|--|-------------|
| 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 | 5 |
| 4. | Project Report writing | 30 |
| Total | | 45 |

SEMESTER III**Paper – VIII****SUBJECT NAME: Research Proposal****SUBJECT CODE: M.A./III/SP(P)/08****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OBJECTIVES:**

The purpose of the master's thesis is to give students an opportunity –

- To provide an in-depth exploration of a topic of special interest
- To independently demonstrate their ability to formulate a sports-related topic, select relevant literature, process data, conduct analyses, apply methodologies, make critical assessments and present answers to questions raised in the problem statement.
- Demonstrate knowledge and understanding of report writing.

Guidelines for Preparation of Research Proposal for Master's thesis**General Guidelines**

1. The length of a Research Proposal for the Master's Thesis should normally be 3000 words (10-12 pages double spaced) including tables and figures (if any). The Research Proposal should be on A4 size paper. Two copies of the Research Proposal are required to be submitted. Soft copy of the Research Proposal with/without front page (.pdf and .doc files) in CD form (one No.) with proper labelling should be submitted along with the hard copy of the Research Proposal.
2. The following points should be incorporate while writing the Research Proposal

| | |
|---------------------------|--|
| ❖ Page Orientation | Portrait (Landscape only where required) |
| ❖ Paper Size | A4 size |

| | |
|----------------------------|--|
| ❖ Margins | Top: 2.54 cm Bottom: 2.54 cm Left: 3.81 cm Right: 2.54 cm |
| ❖ Title | Times New Roman, Bold, Size-16, Caps |
| ❖ Headings | Times New Roman, Bold, Size- 14, Title case, Center |
| ❖ Sub-Headings | Times New Roman, Bold, Size- 12 |
| ❖ Body-text (paragraphs) | Times New Roman, Size- 12 |
| ❖ Page number | Hindu-Arabic numerals at the center of the footer (No page number for title page) |
| ❖ Space between paragraphs | 2.0 pt. |
| ❖ Space between lines | 2.0 pt. |

1. ORGANISATION OF THE PARTS OF RESEARCH PROPOSAL

The sequence in which the Research Proposal material should be arranged and bound as follows:

1. Title page (As per Annexure-1)
2. TABLE OF CONTENT (Title in Upper Case)
3. Chapters
4. References (As per Annexure-2)

Chapters

The Research Proposal shall be presented in a single chapter; however, it may be divided in suitable *sections* again subdivided into *sub-sections* and *sub-sub-section* so as to present the content discretely and with due emphasis.

Introduction

The problem proposed to be studied is introduced in this section. It should help the reader to acquaint with the topic. The problem should be stated in such a way that it's importance and relevance is realized by anyone who reads it. Introduction should be about 3-4 pages.

Need/Significance of the study: Here the investigator shall mention the requirement of the particular research. This sections shall enable the investigator to answer few questions like, why this research in needed? What will be the contribution of the research in the existing knowledge?

Literature Review

This section reflects extensive review of literature done by the investigator. In this section what is already known about the topic is written including the gap. Just quoting the literature verbatim will not serve the purpose. It is important to make it coherent, relevant and easily readable knowledge. It helps the investigator to gain good knowledge in that field of inquiry. It also helps the investigator to have insight on different methodologies that could be applied. It should be about 3-4 pages.

Overview of the review of related literature: This section deals with the overall understanding of the research investigator about the research area and latest trends. This section should also include gaps in the previous researches. It should be about 2 pages.

Objectives of the study

Objectives signal to the reader exactly what you will do, and they are the beacon helping you during data collection and analysis. Objectives must be highly focused and feasible. They should address the more immediate research outcomes. They should make accurate use of concepts. The need to be sensible and precisely described.

This section should also be mentioned the **limitation** and **delimitations** of the study.

Hypotheses

Hypotheses should be empirically testable, whether it is right or wrong. They are predictions of the relationships expected to be found between variables in the data set to be collected. They arise from literature, not out of thin air, and investigator needs to specify the sources or the reasoning behind the formulation of a hypothesis. They should be specific and precise. They guarantee that available tools and techniques will be effectively used for the purpose of verification. They should be stated as far as possible in most simple terms so that the same is easily understandable by all concerned.

Method

The method section should give sufficient detail about the methodology used that the study could be replicated. Sections in a Method section often include, but are not limited to, the following: Design of the study, sample and sampling technique, tools/instruments, procedure, and statistical analysis.

Design of the study: The apt design for the study needs to be mentioned here. This section shall help the reader to understand the particular designed chosen by the investigator for his/her research.

Sample: Describe subjects in enough detail so the reader can visualize the subjects. Important characteristics of the subjects/participants viz. age, gender, geographical and socio-economic status etc., should be mentioned here. Inclusion and Exclusion criteria should also be mentioned here.

Sampling technique: Researcher should explain how he/she will select samples. Make sure all the necessary information is provided in this section.

Tools for collecting the data: Investigator needs to mention the different instruments he/she will use to collect the data of the mentioned research variables/study. Details of questionnaires, apparatuses, survey tools, interview methods etc. need to be provided here.

Procedure: Procedure should be described in sufficient detail, that a reader could replicate the study if so desired.

Statistical techniques: Statistical methods to be used to test hypotheses should be mentioned here. The statistical techniques mentioned here are to be in line with objectives of the study.

Tentative structure of thesis

| |
|---|
| Chapter I: Introduction |
| Chapter II: Review of Literature |
| Chapter III: Methods |
| Chapter IV: Results and Discussion of the Study |
| Chapter V: Summary, Conclusions and Recommendations |

References

The purpose of a reference list is that the reader should be able to find the references used. Therefore, be sure to write the full reference in the reference list. All references in the text must be in the list of references and vice versa. Do not include references in the list that are not mentioned in the text. The citation and referencing style should be APA 7th edition.

TITLE OF THE RESEARCH

(Title should be written in inverted pyramid style)



A RESEARCH PROPOSAL

Submitted to Department of Sports Psychology for partial fulfilment of the requirements for the Award of Degree of

**MASTER OF ARTS
In
SPORTS PSYCHOLOGY**

Submitter by:

Name of the Student

Regd. No.:-----

Research Supervisor:

Name of the Supervisor

Designation

Co-Supervisor:

Name of the Co-Supervisor

Designation

(Session:-----)

राष्ट्रीय खेल विश्वविद्यालय

(भारत सरकार, युवा कार्यक्रम एवं खेल मंत्रालय)

(केंद्रीय विश्वविद्यालय)

NATIONAL SPORTS UNIVERSITY, IMPHAL, MANIPUR

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

(Central University)

SOME EXAMPLES OF REFERENCES**JOURNAL**

Jackson, D., Firtko, A., & Edenborough, M. (2007). Personal resilience as a strategy for surviving and thriving in the face of workplace adversity: A literature review. *Journal of Advanced Nursing*, 60(1), 1-9. <https://doi.org/10.1111/j.1365-2648.2007.04412.x>

Woolley, T., & Raasch, B. (2005). Predictors of sunburn in North Queensland recreational boat users. *Health Promotion Journal of Australia*, 16(1), 26-31.

BOOK

Andreasen, N. C. (2001). *Brave new brain: Conquering mental illness in the era of the genome*. Oxford University Press.

Copstead, L., & Banasik, J. (2005). *Pathophysiology* (3rd ed.). Saunders.

EDITED BOOK

Craven, I. (Ed.). (2001). *Australian cinema in the 1990s*. Frank Cass.

CHAPTER OR ARTICLE IN AN EDITED BOOK

Ferres, K. (2001). Idiot box: Television, urban myths and ethical scenarios. In I. Craven (Ed.), *Australian cinema in the 1990s* (pp. 175-188). Frank Cass.

NEWSPAPER ARTICLE (VIA PRINT OR LIBRARY DATABASE)

Berkovic, N. (2009, March 31). Handouts may not be sent: Tax office seeks quick resolution of High Court challenge. *The Australian*, p. 5.

NEWSPAPER ARTICLE (FROM THE INTERNET)

Griffis, D. (2019, November 21). In traditional language, there is no word for disability. *The Guardian*. <https://www.theguardian.com/commentisfree/2019/nov/21/intraditional-language-there-is-no-word-for-disability>

THESIS

Published:

Fayadh, K. H. (2015). *The legal regulation of assisted reproductive technology in Iraq: Lessons from the Australian approach* [Doctoral dissertation, Western Sydney University]. Research Direct. <http://handle.uws.edu.au:8081/1959.7/uws:32383>

Unpublished:

Smith, D. (1958). *Change and continuity. Following the yellow brick road* [Unpublished doctoral dissertation]. University of Oz.

WEBPAGE ON THE INTERNET, ORGANISATION AS AUTHOR

SANE Australia. (2019). *What is mental illness?* <https://www.sane.org/information-stories/facts-and-guides/what-is-mental-illness>

WEBPAGE ON A WEBSITE, INDIVIDUAL AUTHOR

Cooper, D. (2009, March 31). Native ant may stop toad in its tracks. *ABC Science*. <https://ab.co/2TteHPE>

WEBPAGE ON A WEBSITE, NO DATE

ACOSS & UNSW Sydney. (n.d.). What is poverty? *Poverty and Inequality*. <http://povertyandinequality.acoss.org.au/poverty/>

TWENTY ONE OR MORE AUTHORS

All authors should be given when there are up to 20 authors. If a source has 21 or more authors, place three ellipsis points between the 19th and final author name to indicate that some names have been omitted e.g. Jones, P., . . . Adams, N. (2009).

Quliyev, T., Gjoni, H., Gruber, I., Hofer, S., Fischer, I., Maes, S., López, N., Díaz, O., Cruz, T., Mora, A., Wáng, R., Li, E., Yáng, A., Zhào, L., Zhōu, B., Mirza, O., Bonik, O., Aliyev, K., Biton, H., . . . Ishii, F. (2020). *Referencing styles that changed the world*. Libtty Press.

SEMESTER IV**Paper – I****PAPER NAME: Professional Practices in Sports Psychology****PAPER CODE:M.A./IV/SP/01****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OBJECTIVES:**

- Understanding various problems and issues among Athletes
- To develop life skills in athletes and coach-athlete relationship
- Learning Mental Training and Psychological Skill Training in Sports
- Developing counselling schedule for different athletes

UNIT 1: Athletes issues 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 Relationship [Quality and Maintenance]
- 2.2. Career Transition in Athletes and Retirement Issues
- 2.3. Developing Life Skills in Athletes
- 2.4. Essential Competencies for Team Coaching Effectiveness

UNIT 3: Mental Training in Sport


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

UNIT 4: Psychological and Counselling Skills

- 4.1. 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 counselling skills, CCT, Gestalt, Assertive Training, Cognitive Interventions
- 4.4. Effective Counselling Skills

PRACTICAL**PAPER CODE:M.A./IV/SP(P)/01**

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25

- 
- The logo of National Sports University is a circular emblem. It features a central figure of a person with arms raised, surrounded by a flame and a lamp. The text 'National Sports University' is written in a circle around the central figure. In the center of the logo, the words 'UNIT-I' and 'UNIT-II' are written in a semi-circle.
- PST for individual sport athletes
 - Counselling for individual sport athletes

- PST for team sport athletes
- Counselling 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.

SEMESTER IV**Paper – II****PAPER NAME: Social Psychology in Sports****PAPER CODE:M.A./IV/SP/02****Credit = 03****Teaching hours = 48****Max Marks = 75****Internal Marks = 30****End semester exam marks = 45****LEARNING OBJECTIVES:**

- Understanding basic concepts of social psychology
- To know group dynamics and develop team cohesion
- Acquiring knowledge of leadership styles 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

- 3.5. Aggression in Sports – (Definition and Types of Aggression)
- 3.6. Dimensions and Theories [Biological and Psychosocial]
- 3.7. Violence in Sport, Management of Aggression
- 3.8. Emotional States and their Effect on Performance

PRACTICAL**PAPER CODE:M.A./IV/SP(P)/02**

Credit = 02
Teaching hours = 64
Max Marks = 50
Internal Marks = 25
End semester exam marks = 25

- Measuring Cohesion (GEQ)
- Team Building Games

- Assessment of Leadership style
- Measurement of aggression.

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*.organtown, 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*, 3rd 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*, 4th 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



SEMESTER IV**Paper – III****PAPER NAME: Internship****PAPER CODE:M.A./IV/SP(P)/03****Credit = 08****Teaching hours = 256****Max Marks = 200****Internal Marks = 50****End semester exam marks = 150****LEARNING OBJECTIVES:**

During the internship, the Master's Students will possess knowledge of:

- Theories about psychological requirement and relevance for the sports, and exercise participant
- The social context within which sport psychology is applied
- Methods and ways to carry out studies in sports psychology and the student is able to reflect upon the way these are applied within Curriculum for Sport Psychology as a profession
- Employer-valued skills such as teamwork, communications and attention to detail.
- Managerial and organizational skills relevant for sports psychology

ASSESSMENT CRITERIA WILL BE PROVIDED SEPARATELY

**SEMESTER IV
Paper – IV**

PAPER NAME: Thesis

PAPER CODE:M.A./IV/SP(T)/04

Master's students should write thesis according to the guidelines provided separately.

