

**Department of Sports Psychology  
School of Sports Sciences**

**M.A/M.Sc Sports Psychology  
Programme Structure and Curriculum**



**Central University of Rajasthan**  
NH-8, Bandarsindri, Kishangarh,  
Ajmer, Rajasthan 305817

**2021**

## **M.A/ M.Sc. Sports Psychology**

### **Program Description**

M.A/ M.Sc. Sports Psychology is a two year master's program which trains and equips the students to use psychological knowledge and skills to address optimal performance and well-being of athletes, and to deal with the systemic issues associated with sports settings and organizations. The department will incorporate both theoretical and practical knowledge of the field to train the students to become a professional in the field of sports psychology.

### **Objectives of the program**

The program would help to develop a career in Sports Psychology. The students would learn how the human psychology influences sports/athletic performances and the effects of exercise and physical activity on the psychology. The program provides an insight into the theoretical and practical orientation of sports psychology and the basic skills of psychological counseling that could be applied in the context of sports coaching.

### **Intake and Eligibility**

Intake: (As per approval)

Eligibility: Bachelors' Degree in any subject with Psychology as the subject or any other examination recognized equivalent there to or higher degree with 50% marks or equivalent grade in aggregate for General category and 45% or equivalent grade for SC/ST/OBC/PWD candidates.

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**Programme Structure- M.A. / M.Sc. Sports Psychology**

<b>Semester I (Total credits:24)</b>			
<b>Code</b>	<b>Title of Course</b>	<b>Type of Course</b>	<b>Credits</b>
SPS 401	Sports Psychology	Core 1	4
SPS 402	Applied Social Psychology in Sports	Core 2	4
SPS 403	Fundamental Psychology-I	Core 3	4
SPS 404	Psychological Training	Core 4	4
SPS 431	Discipline Elective I	DE 1	4
SPS 405	Practicum I	P1	2
SPS 406	Practicum II	P2	2
SPS 481	Fitness		1
SPS 482	Societal		1
<b>Semester II (Total credits: 24)</b>			
SPS 407	Fundamental Psychology-II	Core 5	4
SPS 483	Interventions Strategies and Sports Behaviour	Core 6	4
SPS 408	Clinical Sports Psychology	Core 7	4
SPS 432	Discipline Elective II	DE 2	4
SPS 433	Discipline Elective III	DE 3	4
SPS 409	Practicum III	P3	2
SPS 410	Practicum IV	P4	2
SPS 484	Fitness		1
SPS 485	Societal		1
<b>Semester III (Total credits: 24)</b>			
SPS 581	Counseling Skills for Sports Psychologists	Core 8	4
SPS 501	Research Methodology	Core 9	4
SPS 531	Discipline Elective IV	DE 4	4
SPS 532	Discipline Elective V	DE 5	4
SPS 533	Elective I	EI	4
SPS 502	Practicum V	P5	2
SPS 503	Practicum VI	P6	2
SPS 582	Fitness		1
SPS 583	Societal		1
<b>Semester IV (Total credits: 24)</b>			
SPS 534	Discipline Elective VI	DE 6	4
SPS 535	Elective II	E 2	4
SPS 504	Dissertation		16
SPS 584	Fitness		1
SPS 585	Societal		1

**Total Credit: 96 + 8 (Fitness and Societal)**

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<b>Sl. no</b>	<b>Type</b>	<b>No of Courses</b>	<b>Credits</b>
1	Core	7 courses (Theory) 6 Courses (Practical) 1 Dissertation	28 (4 credits x 7 Courses) 12 (2 Credits x 6 Practical) 16 (Dissertation)
2	DE (Disciplinary Elective)	6 Courses (Theory)	24 (4 credits x 6 Courses)
3	Elective	2 Courses (Theory)	8 (4 credits x 2 Courses)
4	AECC (Ability Enhancement Compulsory Courses)	2 Courses	8 (4 Credit x 2 courses)
			<b>96</b>

<b>DISCIPLINE ELECTIVES</b>		
<b>Code</b>	<b>Title of Course</b>	<b>Credits</b>
SPS 431/432/433/531/532/534	Positive Psychology	4
SPS 431/432/433/531/532/534	Developmental Psychology	4
SPS 431/432/433/531/532/534	Health Fitness and Wellness	4
SPS 431/432/433/531/532/534	Psychometric and Psycho Diagnostic in Sports	4
SPS 431/432/433/531/532/534	Team Cohesion and Dynamics	4
SPS 431/432/433/531/532/534	Statistics for Sports Sciences	4
SPS 431/432/433/531/532/534	Psychology of Special Population	4
SPS 431/432/433/531/532/534	Life Skills in Practice	4
SPS 431/432/433/531/532/534	Psychology for Effective Living	4
SPS 431/432/433/531/532/534	Youth and Sports	4

\*Any other Discipline Elective Course introduced from time to time will be included in the Discipline Elective (DE) of the M.A/ M.Sc. Programme

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
I	SPS 401	<i>Sports Psychology</i>
<b>Type</b>	<b>Credits</b>	
Core	4	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>To have an understanding about the basics of sport psychology.</i></li> <li>• <i>To have an understanding about the basic concepts of personality and its role in sports performance.</i></li> <li>• <i>To make the student to understand about the role of motivation in sports.</i></li> <li>• <i>To make the student understand about the role of arousal, anxiety and stress in sports performance.</i></li> </ul>		
<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>• <i>Students will be able to understand the basics of sport and exercise psychology.</i></li> <li>• <i>Students will be able to relate personality with sports performance.</i></li> <li>• <i>Student will be able to define the role of motivation in sports.</i></li> <li>• <i>Student will be able to relate the role of arousal, anxiety and stress in sports performance</i></li> </ul>		
<p><b>UNIT-I : Basics of Sport Psychology</b></p> <ul style="list-style-type: none"> <li>• Meaning, Definition, Importance and Scope of Sport Psychology</li> <li>• Historical Development, History of Sports Psychology in India</li> <li>• Methods in Sports Psychology</li> <li>• Relationship of Sports Psychology with other Sports Sciences</li> <li>• Role of Sports Psychologist.</li> </ul>		
<p><b>UNIT-II : Motivation in Sports</b></p> <ul style="list-style-type: none"> <li>• Definition and theories of Motivation</li> <li>• Types of motivation and their implication in Sports</li> <li>• Techniques of Motivation Enhancement</li> <li>• Motivation-Performance Relationship</li> <li>• Achievement Motivation and Competitiveness</li> <li>• Goal Setting –Locke GST</li> <li>• Implications for Professional Practice.</li> </ul>		
<p><b>UNIT-III: Stress and Anxiety in Sports</b></p> <ul style="list-style-type: none"> <li>• Definition and meaning of stress and anxiety</li> <li>• Sources of Stress and Anxiety</li> <li>• Coping with stress; Management of Anxiety</li> <li>• Arousal- Performance Relationship in Sports</li> <li>• Implications for Practice.</li> </ul>		

**UNIT-IV: Personality and Sports**

- Meaning, Definition and Structure of Personality
- Types and Traits of personality
- Approaches to personality- Trait, Situational and Interactional approaches
- Constitutional theories (Sheldon, Trait) and Social Learning (Bandura)
- Assessment of personality in Sports
- Personality and Performance in Sports.

**References:**

- Ciccarelli, S. K & Meyer, G.E (2008). Psychology. New Delhi: Pearson.
- Cox, R. (2006). Sport Psychology. McGraw-Hill Education.
- Glassman, W. E. (2000). Approaches to Psychology. Buckingham: Open University Press.
- Jarvis, M. (2006). Sport Psychology: A Students handbook. Rutledge.
- Morgan, C. (2017). Introduction to Psychology. McGraw Hill Education.
- Passer, M.W., Smith, R.E., Holt, N. & Bremner, A. (2008). Psychology: The Science of Mind and Behavior. McGraw-Hill Education.UK
- Perry, J. (2016). Sports Psychology: A Complete Introduction. Kindle Edition.
- Robbins, J. E & Madrigal, L. (2016). Sport, Exercise and Performance Psychology. Springer Publisher Company.
- Weinberg, R. S., & Gould, D. (1995). Foundations of Sport and Exercise Psychology. Champaign, IL: Human Kinetics.

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<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
I	SPS 402	<i>Applied Social Psychology in Sports</i>
<b>Type</b>	<b>Credits</b>	
Core	4	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>To acquaint students with the concept and importance of relationships in sport</i></li> <li>• <i>To synthesize diverse information relevant to human relationships in the context of sports behavior.</i></li> <li>• <i>Aquaint the students about the concept and theretical foundation about leadership and team.</i></li> <li>• <i>Provide understanding aboutthe role of motivational climate in sport performance.</i></li> <li>• <i>Sensitizing about the role of gender and disability in sports.</i></li> </ul>		
<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>• <i>Discuss the importance of reationships in sport.</i></li> <li>• <i>Distinguish between group and team and highlight the importance of leadership.</i></li> <li>• <i>Propose techniques for team building.</i></li> <li>• <i>Explain the important roles of motivational climate in sport performance.</i></li> <li>• <i>Recognize and explain the role of gender and disability in sport and compose mental skills training program for disabled athletes.</i></li> </ul>		
<p><b>UNIT-I : Relationships in Sport</b></p> <ul style="list-style-type: none"> <li>• Definition, Importance and Concepts of Coach-Athlete Relationship</li> <li>• Interpersonal Communication and Conflict</li> <li>• Youth Peer Relationships in Sports</li> </ul>		
<p><b>UNIT-II : Leadership and Group Dynamics</b></p> <ul style="list-style-type: none"> <li>• Nature and Types of leadership</li> <li>• Multi-dimensional model of Coach Leadership</li> <li>• Team Cohesion: Nature, Correlates and Development</li> <li>• Conceptual model of Team cohesion</li> <li>• Relationship of team cohesion to Team Success</li> <li>• Team Building</li> <li>• Impact of audience on Sport Performance</li> </ul>		
<p><b>UNIT-III: Motivational Climate</b></p> <ul style="list-style-type: none"> <li>• Coach-created Motivational Climate</li> <li>• Parent-created and Peer- Created Motivational Climate</li> <li>• Achievement Goal theory and Motivational Climate</li> </ul>		
<p><b>UNIT-IV: Special Topics</b></p> <ul style="list-style-type: none"> <li>• Gender differences in sport</li> <li>• Gender and self-perceptions in sport</li> <li>• Athletes with disability</li> </ul>		

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- Coping with disability
- Mental skills training and practical guidelines for athletes with disability

**References:**

- Jowett, S., & Lavelle, D. (2007). *Social psychology in sport*. Human Kinetics. USA.
- Lazarus, R., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York: Springer Publishing Company.
- Cox, R. (2006). *Sport Psychology*. McGraw-Hill Education.
- Crocker, P. R. E. (2015). *Sport and Exercise Psychology*. Pearson: Toronto.
- Glassman, W. E. (2000). *Approaches to Psychology*. Buckingham: Open University Press.
- Heil, J. (1993). *Psychology of Injury*. Human Kinetics, USA.
- Jarvis, M. (2006). *Sport Psychology: A Students handbook*. Rutledge.
- Jowett, S., & Lavelle, D. (2007). *Social psychology in sport*. Human Kinetics. USA.
- Kulund, D. (1982). *The Injured Athlete*, Lippincott Publishers, Volume 1
- Perry, J. (2016). *Sports Psychology: A Complete Introduction*. Kindle Edition.
- Reide, (1996). *Sports Injuries – Assessment and Rehabilitation*, W.B. Saunders Publishers
- Robbins, J. E & Madrigal, L. (2016). *Sport, Exercise and Performance Psychology*. Springer Publisher Company.
- Singer, R.N., Hausenblas, H.A., & Janelle, C.M. (2001). *Handbook of Sports Psychology*. (2nd edition). John Wiley & sons, USA.
- Tenenbaum, G., & Eklund, R.C. (2007). *Handbook of Sports Psychology*. (3rd edition). John Wiley & sons, USA.
- Weinberg, R. S., & Gould, D. (1995). *Foundations of Sport and Exercise Psychology*. Champaign, IL: Human Kinetics.

Course: M. A/ M.Sc. Sports Psychology		
Semester	Course Code	Course Title
I	SPS 403	<b><i>Fundamental Psychology-I</i></b>
Type	Credits	

Core	4
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>To make familiar the basic concept of the field of Psychology with an emphasis on the applications of Psychology in sports</i></li> <li>• <i>To understand the basics of various theories in Psychology</i></li> <li>• <i>To provide basic knowledge about systems and processes like learning, attitude, arousal and emotion.</i></li> </ul>	
<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>• <i>Apply the basic concept of the field of Psychology with sports settings</i></li> <li>• <i>Describe theoretical concepts relating to psychology relevant to sports</i></li> <li>• <i>Recognise and enhance basic psychological knowledge regarding learning, attitude, arousal and emotion.</i></li> </ul>	
<p><b>UNIT-I : Learning and Performance</b></p> <ul style="list-style-type: none"> <li>• Learning- Definition and Theories</li> <li>• Definition and characteristics of motor and perceptual skills</li> <li>• Classification of skills</li> <li>• The performance of movement skills- memory, reaction time, movement control, motivation and control</li> </ul>	
<p><b>UNIT-II : Attitude and Performance</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the nature of attitudes</li> <li>• Components of attitudes (Cognitive, affective, behavioral)</li> <li>• Attitudes and behavior in sporting situations</li> <li>• Ways of measuring attitudes</li> </ul>	
<p><b>UNIT-III: Activation and Arousal</b></p> <ul style="list-style-type: none"> <li>• Definition of activation and arousal</li> <li>• Relationship to personality, ability level and complexity of task</li> <li>• Knowledge of the peak experience</li> <li>• The zone of optimal functioning theory (Hanin)</li> </ul>	
<p><b>UNIT-IV: Emotional Control</b></p> <ul style="list-style-type: none"> <li>• Definition of anxiety and emotion</li> <li>• Trait anxiety tests</li> <li>• Nature and influence of anxiety</li> <li>• Multidimensional Theory (Cognitive anxiety and somatic anxiety)</li> <li>• Sports competition anxiety</li> <li>• Anxiety management to improve performance</li> <li>• Emotional Intelligence</li> </ul>	

**References:**

- Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
- Bootzin, R., & Bower, G.H. (1991). Psychology today- An Introduction. 7th ed. New

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- Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.
  - Coon, D. & Mitterer, J. O. (2013) Introduction to Psychology: Gateways to Mind and Behavior, 13<sup>th</sup> ed. Wadsworth, Cengage Learning
  - Feldman, R. (2011). Understanding Psychology, 10<sup>th</sup> edition. New Delhi: Tata McGraw Hill.
  - Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7<sup>th</sup> ed. New Delhi: Tata McGraw Hill.
  - Weiten, W. (2002). Psychology: Themes and Variations, 5<sup>th</sup> ed. New York: Brooks/Cole Publishing co.
  - Gerrig, R. J (2013) Psychology and Life (20<sup>th</sup> Edn) Boston: Pearson
  - Kuppaswamy, B. (1990). Elements of ancient Indian Psychology, 3<sup>rd</sup> ed. New Delhi: Konark Publishers Pvt. Ltd.
  - Mishra, B.K. (2008). Psychology: The study of Human Behavior. New Delhi: Prentice Hall of India

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
I	SPS 404	<b><i>Psychological Training</i></b>
<b>Type</b>	<b>Credits</b>	
Core	4	

**Objectives:**

- To develop a strong base of knowledge in the ever-expanding field of mental training in sports.
- Enhance awareness of psychology of performance as it relates to sport and life.
- Sensitize the students about the importance of mental toughness and its role in psychological training.
- Provide conceptual knowledge and ways of dealing with burnout and overtraining in sport.

**Learning Outcome:**

- Demonstrate ability to develop psychological training programs.
- Ability to measure burnout and overtraining in sport and develop programs for its treatment and prevention.
- Describe the concept of leadership in sport and discuss methods of effective leadership.
- Apply their learning in this course to also their lives and to their chosen fields of endeavours

**UNIT-I : Introduction**

- Definition and importance of Psychological Skills Training (PST)
- Myths about PST: PST Is for “Problem” Athletes Only, PST Is for Elite Training Only, PST Provides “Quick Fix” Solutions, PST Is Not Useful
- PST effectiveness
- Three phases of PST: Education Phase, Acquisition Phase, Practice Phase
- Self-Regulation: The Ultimate Goal of PST

**UNIT-II : Mental Toughness**

- Definition, meaning and concepts of Mental Toughness
- Awareness of the use of the NCF’s four Cs: Commitment, Confidence (self), concentration, and Control (emotional)

**UNIT-III: Leadership**

- Definition and Methods of choosing leaders
- Emergent and prescribed leaders
- Sport-oriented interactional approach to leadership
- Cognitive–Mediational Model of Leadership
- Multi-dimensional model of sport leadership
- Research on the Multidimensional Model of Sport Leadership
- Leadership Scale for Sports
- Antecedents of Leadership, Consequences of Leadership
- Four components of effective leadership: Leaders’ Qualities, Leadership Styles, Situational Factors, Followers’ Qualities

**UNIT-V: Burnout and Overtraining**

- Definitions of overtraining, staleness and burnout
- Factors leading to athlete overtraining and burnout
- Symptoms of burnout and overtraining
- Ways to measure burnout
- Treatment and Prevention of Burnout

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### **References:**

- Weinberg, R. S. & Gould, D. (2007). Foundations of Sport and Exercise Psychology. U.S.A.: Human Kinetics.
- Gucciardi, D., & Gordon, S. (2011). Mental Toughness in Sport: Developments in Theory and Research.
- Cox, R. H. (2002). Sport Psychology: Concepts and Applications. U.S.A.: McGrawHill.
- Galluci, N.T. (2008). Sports Psychology. New York: The Psychology Press.
- Lavalke, D., Krener, J., Moran, A.P., & Williams, M. (1994). Sports Psychology: Contemporary Themes. London: Red Globe Press.
- Mohan, J. (2010). Sports Psychology: Emerging Horizons. New Delhi: Friends Publishers.
- Singer, R.N., Hausenblas, H.A., & Janelle, C.M. (2001). Handbook of Sport Psychology (2nd edition). John Wiley & sons: USA.
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- Stewart, J. H., Biddle, A., & Nanette, M. (2008). Psychology of Physical Activity. London: Routledge.
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<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
I	SPS 405	<i>Practicum-I</i>
<b>Type</b>	<b>Credits</b>	
Practicum	2	

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### **Objectives:**

- *To develop the skills of testing and scientific reporting in psychology*
- *To familiarize the students to various psychological tests and assessment tools*
- *To generate an interest in working of the sports community with a psychological outlook*

### **Learning Outcome:**

- *Ability to test and scientifically report results of psychological testing*
- *Ability to assess the need and need and the type of testing required.*

### **Practical List**

1. Memory Test by using Tachistoscope
2. Transfer of learning
3. Biofeedback to assess the stress on body and then provide relaxation
4. Reaction time
5. Personality Assessment- Big five Inventory
6. Level of perceived stress using Perceived Stress Scale

### **References:**

- Anastasi, A.,&Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.
- Postman.L.F. &Fagan,J.P.(1949).Experimental Psychology.An introduction .New York:Harper andBrother Publishers.
- Singh, A.K.(2004).Test measurements and methods in behavioral sciences.New Delhi: BharatiBhavan Publishers and Distributers.
- Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
I	SPS 406	<b><i>Practicum-II</i></b>
<b>Type</b>	<b>Credits</b>	
Practicum	2	

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**Objectives:**

- *To develop the skills of testing and scientific reporting in psychology*
- *To familiarize the students to various psychological tests and assessment tools*
- *To generate an interest in working of the sports community with a psychological outlook*

**Learning Outcome:**

- *Ability to test and scientifically report results of psychological testing*
- *Ability to assess the need and need and the type of testing required.*

**Practical List**

1. Achievement Motivations for Sporting Environments
2. Sport emotion- Assessment through standardized questionnaires
3. Sport anxiety- Assessment through standardized questionnaires
4. Emotional Intelligence test
5. Mental toughness- Assessment through standardized questionnaires
6. Assessment the sport Imagery skill

**References:**

- Anastasi, A.,&Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.
- Postman.L.F. &Fagan,J . P.(1949).Experimental Psychology. An introduction .New York: Harper and Brother Publishers.
- Singh, A.K.(2004).Test measurements and methods in behavioral sciences. New Delhi: BharatiBhavan Publishers and Distributers.
- Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
II	SPS 407	<i><b>Fundamental Psychology-II</b></i>
<b>Type</b>	<b>Credits</b>	
Core	4	

**Objectives:**

- To provide a basic awareness about the information processing system.
- To make the students aware about the attention process and concentration.
- To understand the students about the role of intelligence in sports.
- To relate the student about the cognitive process and its role in sport

**Learning Outcome:**

- Awareness about the information processing system and its role in sports.
- Students will be able to understand the importance of attention and concentration in sports
- Learning about the role of intelligence in sports.
- Student will be able to relate cognitive processes and its role in sports.

**UNIT-I : Information Processing System**

- Meaning, Definition and structure of Cognitive Processes- Sensation, Perception, Imagination, Memory
- Information processing
- Decision making and Thought Process

**UNIT-II : Attention and Concentration**

- Definition of Attention and Concentration
- Theories of Attention
- Types of Attention
- Role of Attention & Concentration in Sports

**UNIT-III: Intelligence and Sport**

- Meaning and Definition of Intelligence
- Theories of Intelligence
- Models of Intelligence- Spearman's General Intelligence, Thurston's Primary Mental Abilities, Gardner's Multiple Intelligences
- Measurement of Intelligence

**UNIT-IV: Cognitive Process and Sport**

- Multiple Intelligence and Emotional Intelligence
- Factors affecting Intelligence
- Intellectual capabilities in Sport
- Importance of Sport Psychology
- Cognitive processes in Physical Activity and Sports

**References:**

- Weinberg & Gould, Foundations of Sports and Exercise Psychology. Human Kinetics 2016.
- Baron, R. & Misra, G. (2013). Psychology. New Delhi: Pearson.
- Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education.
- Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and

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- behaviour. New Delhi: Tata McGraw-Hill.
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  - Mentis, M., Dunn-Bernstein, M., Mentis, M., &Skuy, M. (2009).Bridging learning: Unlocking cognitive potential in and out of the classroom.
  - Corwin. Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: Tata McGraw-Hill.
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  - Paranjpe, A. C. (1984). Theoretical psychology: The meeting of East and West. New York: Plenum Press.
  - Glassman,W. E. (2000). Approaches to Psychology. Buckingham: Open University Press.
  - Morgan, C. (2017). Introduction to Psychology. McGraw Hill Education

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
II	SPS 483	<i><b>Intervention Strategies and Sports Behavior</b></i>
<b>Type</b>	<b>Credits</b>	
AECC	4	

**Objectives:**

- Analyze the influence of psychological interventions on involvement and performance in sport settings.
- Extensive exploration of the types and usage of mental skills for improving athletic and physical performance.
- Analyze how imagery and goal can influence and enhance the performance of the athletes.
- Understand the role of arousal regulation and indigenous interventions in human performance.

**Learning Outcome:**

- Comprehend and understand why psychology is important in all sport and exercise settings.
- Demonstrate understanding of theoretical foundation of the psychological interventions that influence human performance in athletic settings.
- Identify and apply psychological techniques and strategies to enhance performance in sport and related domains.
- Effectively choose and integrate psychological skills in training that best fit different performance and exercise psychology cases.

**UNIT-I : Sports Behavior& Character Building**

- Defining good sporting behavior, fair play and character building
- Developing Character and Good Sporting Behavior
- Social Learning Approach, Structural–Developmental Approach, Social–Psychological Approach
- Connection Between Character Development and Physical Activity
- Strategies for Enhancing Character Development & Guiding Practice in Character Development

**UNIT-II : Goal Setting**

- Definition Goal Setting and types of goals in Sport
- Outcome, Performance and process goals
- Principles of Goal Setting: Setting SMART goals
- Designing of a goal setting system: Preparation and Planning, Education and Acquisition, Implementation and Goal Follow-Up and Evaluation
- Common problems in goal setting

**UNIT-III: Imagery & Arousal Regulation**

- Defining Imagery and Arousal, Perspectives of Imagery
- Internal imagery and external imagery
- Factors influencing imagery effectiveness and Imagery training program development
- Increasing self-awareness of arousal
- Arousal reduction techniques and Arousal inducing techniques

**UNIT-IV: Indigenous Strategies for Sports Performance**

- Yoga and Sports
- Role of Meditation in Sports

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- Hypnosis for performance enhancement
- Current research trends in indigenous strategies for performance enhancement

**References:**

- Afremow, J. (2015). *The champion’s mind: How great athletes think, train, and thrive*. Rodale Books.
- Orlick, T. (2008). *In pursuit of excellence: How to win in sport and life through mental training (4th Ed.)*. Champaign, IL: Human Kinetics.
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<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
II	SPS 408	<b><i>Clinical Sports Psychology</i></b>
<b>Type</b>	<b>Credits</b>	

Core	4	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To have an understanding about theoretical and scientific foundations of clinical sports psychology</li> <li>• To have an understanding about assessment and classification.</li> <li>• To make the student to understand about interventions in Clinical Sport Psychology.</li> <li>• To make the student understand about the ethics and professional development in clinical sports psychology</li> </ul>		
<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand theoretical and scientific foundations of clinical sports psychology</li> <li>• Students will be able to do assessment and classifications.</li> <li>• Student will be able to understand the about interventions in Clinical Sport Psychology</li> <li>• Student will be able to understand the ethics and professional development in clinical sports psychology</li> </ul>		
<p><b>UNIT-I : Introduction</b></p> <ul style="list-style-type: none"> <li>• Definition and Nature of Clinical Sports Psychology</li> <li>• Integrating Clinical and Sport Science</li> <li>• Methods in Clinical Sports Psychology; Assessment and Classification: The Multilevel Classification System for Sport Psychology (MCS-SP)</li> <li>• Clinical Assessment in Sport Psychology</li> </ul>		
<p><b>UNIT-II : Abnormality in behavior</b></p> <ul style="list-style-type: none"> <li>• Eating disorder and Obesity</li> <li>• Substance related and addictive disorder</li> <li>• Trauma and Stress related Disorder</li> <li>• Depressive and bipolar disorders</li> <li>• Anxiety and Obsessive Compulsive Disorder</li> </ul>		
<p><b>UNIT-III: Interventions in Clinical Sport Psychology</b></p> <ul style="list-style-type: none"> <li>• Mindfulness-Acceptance-Commitment (MAC) for Performance Development</li> <li>• Performance Dysfunction</li> <li>• Performance Impairment-I</li> <li>• Performance Impairment-II</li> <li>• Performance Termination</li> <li>• Case Formulation in Clinical Sport Psychology</li> </ul>		
<p><b>UNIT-IV: Special Considerations</b></p> <ul style="list-style-type: none"> <li>• Ethics in Clinical Sport Psychology</li> <li>• Professional Development and Supervision in Clinical Sport Psychology</li> </ul>		

**References:**

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- Gardner, F. L., & Moore, Z. E. (2006). *Clinical Sport Psychology*. Champaign, Illinois; Leeds: Human Kinetics.
- Murphy, S. M. (1995). *Sport Psychology Intervention*. Human Kinetics Publishers.
- Ray, R. & Wiese-Bjornstal, D. (1999). *Counseling in Sports Medicine (1st Edition)*. Human Kinetics Publishers
- Weinberg, R., & Gould, D. (2018). *Foundations of Sport and Exercise Psychology*. Human Kinetics Publishers.
- World Health Organization (2020). International statistical classification of diseases and related health problems (11th ed.). <https://icd.who.int/>

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
II	SPS 409	<i>Practicum-III</i>
<b>Type</b>	<b>Credits</b>	
Practicum	2	
<b>Objectives:</b>		

## *Department of Sports Psychology*

- *To develop the skills of testing and scientific reporting in psychology*
- *To familiarize the students to various psychological tests and assessment tools*
- *To generate an interest in working of the sports community with a psychological outlook*

### **Learning Outcome:**

- *Ability to test and scientifically report results of psychological testing*
- *Ability to assess the need and need and the type of testing required.*

### **Practical List**

1. Group environment questionnaire – To assess team cohesion
2. Leadership Scale for Sports- To assess the coach leadership style
3. Basin Anticipation test- To assess and train the judgment of the players
4. Senso-motor co-ordination – VTS
5. Perception and Attention function battery- VTS
6. Mental health Screening- Assessment through observation, interviewing and questionnaires

### **References:**

- Anastasi, A.,&Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.
- Postman.L.F. &Fagan,J . P.(1949).Experimental Psychology. An introduction .New York: Harper and Brother Publishers.
- Singh, A.K.(2004).Test measurements and methods in behavioral sciences. New Delhi: BharatiBhavan Publishers and Distributers.
- Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
II	SPS 410	<i>Practicum-IV</i>
<b>Type</b>	<b>Credits</b>	
Practicum	2	
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>• <i>To develop the skills of testing and scientific reporting in psychology</i></li> </ul>		

*Department of Sports Psychology*

<ul style="list-style-type: none"> <li>• <i>To familiarize the students to various psychological tests and assessment tools</i></li> <li>• <i>To generate an interest in working of the sports community with a psychological outlook</i></li> </ul>
<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>• <i>Ability to test and scientifically report results of psychological testing</i></li> <li>• <i>Ability to assess the need and need and the type of testing required.</i></li> </ul>
<p><b>Practical List</b></p> <ol style="list-style-type: none"> <li>1. Cognitrone- VTS</li> <li>2. Psychosomatic Symptoms Scale</li> <li>3. State and trait Anxiety Scale</li> <li>4. Eating Attitude Test</li> <li>5. Precompetitive anxiety Test</li> <li>6. Concentration exercises</li> </ol>

**References:**

- Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. USA: Prentice Hall.
- Postman, L.F. & Fagan, J. P. (1949). *Experimental Psychology. An introduction*. New York: Harper and Brother Publishers.
- Singh, A.K. (2004). *Test measurements and methods in behavioral sciences*. New Delhi: Bharati Bhavan Publishers and Distributers.
- Woodworth, R.S., & Schlosberg, H. (1965). *Experimental Psychology*. New York: Methen and Co. Ltd.

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
III	SPS 581	<i>Counseling Skills for Sports Psychologists</i>
<b>Type</b>	<b>Credits</b>	
AECC	4	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>Familiarize the students the importance and strategies of counseling in sports setting..</i></li> </ul>		

- Provide students with the knowledge about the special counseling issues in sports.
- To enable the students to assess and diagnosis stress and anxiety in sports and provide them knowledge about the interventions to manage stress and anxiety.
- Explore the challenges and counseling need for improved rehabilitation adherence.

**Learning Outcome:**

- Identify and apply counseling techniques and strategies in sports settings.
- Comprehend and understand the special counseling issues in sports.
- Able to assess and diagnose the stress and anxiety in sports.
- Effectively choose and integrate counseling skills to manage stress and anxiety and for improved rehabilitation adherence.

**UNIT-I : Introduction to Counseling**

- Definition, Role, and importance of Counseling process
- Strategies and ways of Counseling
- Role of Clients and Counselor and Physical Settings.

**UNIT-II : Specific Counseling Issues**

- Counseling for substance Abuse Problems and Eating Disorders
- Providing psychological assistance to injured and disabled athletes
- Suicide in Sports.

**UNIT-III: Counseling for the management of Stress and Anxiety in Sports**

- Assessment and Diagnosis of Stress and Anxiety in Sports
- Stress and Anxiety management interventions and their Effectiveness

**UNIT-IV: Counseling for Improved Rehabilitation Adherence**

- Challenges that Injured Athletes Face
- The nature of Programme Adherence
- Counseling Strategies to promote Rehabilitation Adherence

**References:**

- Bellack, A. S., Hersen, M., & Kazdin, A. E. (Eds.) (2012). International handbook of behavior modification and therapy. New York: Springer Science & Business Media.
- Corey, G. (2015). Theory and practice of counseling & psychotherapy. New Delhi: Pearson.
- Cormier, L. S., & Nurius, P. S. (2003). Interviewing and change strategies for helpers (Fifth ed.). Pacific Grove, CA: Brooks/Cole.
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- Joyce, P., & Sills, C. (2014). Skills in gestalt counseling & psychotherapy. Los Angeles: Sage.
- Lister-Ford, C. (2002). Skills in transactional analysis counseling & psychotherapy. Los Angeles: Sage.
- Rao, K. (2010). Psychological Interventions: From Theory to Practice. In G. Misra (Ed): Psychology in India.
- Reichenberg, L.W.(2010). Theories of Counseling and Psychotherapy: Systems, Strategies, and Skills. 3rd Ed. Indian reprint: Pearson.

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- Seligman, L. (1990). *Selecting effective treatments*. San Francisco: Jossey-Bass.
- Sharf, R. S. (2012). *Theories of Psychotherapy & Counseling: Concepts and Cases (5th Ed)*. Brooks/ Cole Cengage Learning
- Tolan, J. (2012). *Skills in person-centred counseling & psychotherapy*. Los Angeles: Sage.
- Wills, F. (2008). *Skills in cognitive behaviour counseling & psychotherapy*. Los Angeles: Sage

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
III	SPS 501	<i>Research Methodology</i>
<b>Type</b>	<b>Credits</b>	
Core	4	
<i>Objectives:</i>		

- To familiarize the students with philosophy, design, and evaluation of research in psychology.
- Provide students with the fundamental knowledge in both quantitative and qualitative research methods in psychology.
- To enable the students to design research

**Learning Outcome:**

- Students will be able to describe and discuss the philosophy, design, and evaluation of research in psychology
- Students will be able to analyse and interpret both qualitative and quantitative data
- Students will be able to design research methods

**UNIT-I : Introduction to Psychological Research**

- Epistemological positions in psychological research- scientific realism, logical positivism, deductive and inductive thinking
- Components and connections – concepts, constructs, variables and hypothesis
- Data collection methods: observation and interview
- Proposing and reporting quantitative research

**UNIT-II : Research Settings and Applied Research**

- Cross-cultural research; applied and basic research
- Survey research: sampling, methods, designs, and questionnaire
- Single-case designs, and small-n research
- Unobtrusive measures of behaviour

**UNIT-III: Experimental and Quasi-Experimental Methods**

- Independent groups designs
- Repeated measures designs
- Complex designs
- Quasi-experimental designs and program evaluation

**UNIT-IV: Qualitative Research**

- Philosophy and conceptual foundations
- Proposing and reporting qualitative research
- Grounded theory
- Interpretive phenomenological analysis
- Discourse analysis
- Narrative analysis
- Conversation analysis

**References:**

- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis (Introducing Qualitative Methods series)*. New Delhi: Sage Publications.
- Dominowski, R. L. (1980). *Research methods*. N.J.: Engelwood Cliffs, Prentice-Hall.
- Elmes, D. G. (2011). *Research Methods in Psychology (9th ed.)*. Wadsworth Publishing.
- Forrester, M. A. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. Sage

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- Goodwin, J. (2009). *Research in Psychology: Methods in Design* (6th ed.). Wiley.
- Kerlinger, F. N. (1995). *Foundations of behavioural research*. New Delhi: Surjeet Publication.
- Lewis-Beck, M. S. (1994). *International handbook of quantitative applications of social sciences*. Sage: Topan/London.
- McBurney, D. H. (2009). *Research methods*. (8th Ed.). Wadsworth Publishing.
- Shaughnessy, J. J., Zechmeister, E. B. & Zechmeister, J. (2012). *Research methods in psychology*. (9th ed.). NY: McGraw Hill.

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
III	SPS 502	<i>Practicum-V</i>
<b>Type</b>	<b>Credits</b>	
Practicum	2	
<b>Objectives:</b>		
<ul style="list-style-type: none"><li>• <i>To develop the skills of testing and scientific reporting in psychology</i></li></ul>		

## *Department of Sports Psychology*

- *To familiarize the students to various psychological tests and assessment tools*
- *To generate an interest in working of the sports community with a psychological outlook*

### **Learning Outcome:**

- *Ability to test and scientifically report results of psychological testing*
- *Ability to assess the need and need and the type of testing required.*

### **Practical List**

1. Mental skill Training- Mindfulness, acceptance and commitment (MAC approach)
2. Achievement Motivation Scale
3. Projective Techniques to measure personality
4. Ways of coping
5. Sport Confidence scale
6. Determination test- VTS

### **References:**

- Anastasi, A., & Urbina, S. (1997). *Psychological Testing*. USA: Prentice Hall.
- Postman, L.F. & Fagan, J. P. (1949). *Experimental Psychology. An introduction*. New York: Harper and Brother Publishers.
- Singh, A.K. (2004). *Test measurements and methods in behavioral sciences*. New Delhi: Bharati Bhavan Publishers and Distributers.
- Woodworth, R.S., & Schlosberg, H. (1965). *Experimental Psychology*. New York: Methen and Co. Ltd.

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>
III	SPS 503	<b><i>Practicum-VI</i></b>
<b>Type</b>	<b>Credits</b>	
Practicum	2	
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>• <i>To develop the skills of testing and scientific reporting in psychology</i></li> </ul>		

*Department of Sports Psychology*

<ul style="list-style-type: none"> <li>• <i>To familiarize the students to various psychological tests and assessment tools</i></li> <li>• <i>To generate an interest in working of the sports community with a psychological outlook</i></li> </ul>
<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>• <i>Ability to test and scientifically report results of psychological testing</i></li> <li>• <i>Ability to assess the need and need and the type of testing required.</i></li> </ul>
<p><b>Practical List</b></p> <ol style="list-style-type: none"> <li>1. Jacobson Muscle Relaxation Technique (JPMR)</li> <li>2. Designing a goal setting system</li> <li>3. Arousal inducing Technique</li> <li>4. Developing an imagery training program</li> <li>5. Parent assessment</li> <li>6. Aggression scale</li> </ol>

**References:**

- Anastasi, A.,&Urbina, S.(1997). Psychological Testing. USA: Prentice Hall.
- Postman.L.F. &Fagan,J . P.(1949).Experimental Psychology. An introduction .New York: Harper and Brother Publishers.
- Singh, A.K.(2004).Test measurements and methods in behavioral sciences. New Delhi: BharatiBhavan Publishers and Distributers.
- Woodworth,R.S.,&Schlosberg,H.(1965).Experimental Psychology.New York: Methen and Co.Ltd.

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Course Code</b>	<b>Course Title</b>	
SPS 431/432/433/531/532/534	<b><i>Positive Psychology</i></b>	
<b>Type</b>		<b>Credits</b>
Discipline Elective		4
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>To familiarize the important concepts in positive psychology</i></li> </ul>		

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<ul style="list-style-type: none"> <li>• <i>To understand the importance of wellbeing which allows people to understand what makes life worth living</i></li> <li>• <i>To give knowledge about the importance factors contributing happiness</i></li> </ul>
<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"> <li>• <i>Able to apply the concepts of positive psychology in life.</i></li> <li>• <i>Raise awareness about wellbeing and ways to enhance wellbeing.</i></li> </ul>
<p><b>UNIT-I : Introduction to Positive Psychology</b></p> <ul style="list-style-type: none"> <li>• Positive Psychology: assumptions, goals and definitions</li> <li>• Eastern and western perspectives in positive psychology</li> </ul>
<p><b>UNIT-II : Well-Being</b></p> <ul style="list-style-type: none"> <li>• Well-Being: Definition, subjective and psychological well-being</li> <li>• Perspectives on well-being: hedonic and eudaimonic</li> <li>• Other theories of well-being.</li> </ul>
<p><b>UNIT-III: Hope, Optimism and Flow</b></p> <ul style="list-style-type: none"> <li>• Optimism, hope, mindfulness, expectationism, risk homeostasis theory, and time perspective</li> <li>• Neurobiology of optimism</li> <li>• Flow: Self-determination theory &amp; intrinsic motivation, metamotivational state and reversal theory.</li> <li>• Resilience: sources of resilience, mindfulness meditation</li> </ul>
<p><b>UNIT-IV: Happiness</b></p> <ul style="list-style-type: none"> <li>• Positive emotions, positive &amp; negative affectivity</li> <li>• Happiness : Measuring happiness, effect of happiness, causes of happiness, circumstances &amp; happiness, happiness enhancement</li> <li>• Happiness across life span, gender &amp; happiness, marriage &amp; happiness, close relationships and happiness</li> </ul>

**References:**

- Snyder, C. R., & Lopez, S. J. (2002). Handbook of positive psychology. New York: Oxford University.
- Alan Carr (2011). Positive Psychology: The Science of Happiness & Human strengths (2nd edition). Routledge, London & New York.
- Snyder R.C., Lopez J. S., Pedrotti T. J. (2011). Positive psychology: the scientific and practical explorations of human strengths (2nd edition). Sage publications India Pvt. Ltd, New Delhi.
- Baumgardner S. & Crothers M. (2015). Positive Psychology. Dorling Kindersley (India ) Pvt.Ltd. New Delhi

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Course Code</b>		<b>Course Title</b>
SPS 431/432/433/531/532/534		<b><i>Developmental Psychology</i></b>
<b>Type</b>	<b>Credits</b>	
Discipline Elective	4	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>To understand the developmental process from a psychological perspective</i></li> </ul>		

- Familiarize the students about the various dimensions of development.

**Learning Outcome:**

- Awareness of the course of psychological development.
- Identify and recognise the normal process of development and provide ways to facilitate development.

**UNIT-I : Introduction to Life Span Development and Theories**

- Importance of lifespan development, Historical perspective
- Characteristics of life span perspective
- Cross sectional and longitudinal approaches in developmental study
- Theories by Freud- Erickson-Piaget-Vygotsky
- Information processing Behavioral, Social, cognitive- eclectic orientation.

**UNIT-II : Physical Development and Aging**

- Cephalocaudal and proximodistal pattern
- Newborn- reflexes- perception (vision, hearing, other senses, inter modal perception), Height and weight in infancy and childhood
- Gross and fine motor skills
- Handedness
- Physical development in puberty
- Changes in early, middle and late adulthood
- Theories of aging.

**UNIT-III: Cognitive Development**

- Stages of cognitive development- sensory motor stage- object permanence- pre operational stage- intuitive thought- concrete operations- semantics- pragmatics
- How language develops- babbling- two word utterance- advances in early, middle and late childhood- metalinguistic awareness.

**UNIT-IV: Socio- Emotional Development**

- Functional view of emotion- regulation of emotion- development of emotion through infancy, childhood, adolescence and adulthood
- Describing and classifying temperament- Chess and Thomas, Kagan, Rothbart and Bates
- Attachment and love- Theories of attachment- care giving and attachment.
- Moral development- Piaget's and Kohlberg's theory- stages- social conventional reasoning- basic processes- resistance to temptation- self-control- empathy- role of emotion- moral personality- moral identity- moral characters-exemplars.

**References:**

- Berk, L.E (2003) Child Development (3rd ed). New Delhi: Pearson Education Pvt Ltd.
- Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: TataMcGraw Hill Publishing Company.
- Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company.
- Santrock, J.E (2007) Child Development (2nd ed) New Delhi: Tata McGraw Hill Publishing Company.

Course: M. A/ M.Sc. Sports Psychology		
Course Code	Course Title	
SPS 431/432/433/531/532/534	<i>Health Fitness and Wellness</i>	
Type		Credits
Discipline Elective		4

**Objectives:**

- To acquaint students with the nature and basic concepts of health and fitness
- Provide information relevant to Physical activity and fitness.

- Sensitize the students about the healthy life style approach.
- Provide knowledge regarding the spiritual and mental fitness.

**Learning Outcome:**

- Critically review, interpret, and explain the concepts of health, lifestyle, disease and aging.
- Summarize information relevant physical activity and fitness.
- Identify healthy life style approaches.
- Employ the knowledge regarding the spiritual wellbeing and fitness.

**UNIT-I : Introduction to Health**

- Concept of health
- Lifestyle and Disease
- Ageing

**UNIT-II : Physical Activities & Fitness**

- Concept to Fitness
- Exercise and its Principles
- Health Education Recreation & Dance

**UNIT-III: Healthy Life Style Approach**

- Concept of Wellness,
- Wellbeing
- Stress Management.

**UNIT-IV: Spiritual and Mental Fitness**

- Concept of spiritual and mental fitness
- Anxiety management
- Motivation

**References:**

- "Fitness and Wellness" : Warner W. K Hoeger and Sharvon A.Hoeger
- "Fitness & Wellness concepts": Charles B. Corbina& RuthLindsey
- "Lifetime Fitness & Wellness - A personal choice": Melvin H. Williams
- Oxford Textbook of Public Health, HelenLiepman.
- Sunderlal, Aadarsh, Pankaj, 2007, Textbook of Community Medicine, CBS Publishers &Distributors.
- Kirch, Wilhelm, 2008, Encyclopedia of Public Health, Volume 1 & 2, Kluwer AcademicPublishers.
- Mary -Jane Schneider and Henrey Schneider, 2006 (2nd edition), Introduction to Public Health, Jonesand BartlettPublishers.

Course: M. A/ M.Sc. Sports Psychology		
Course Code	Course Title	
SPS 431/432/433/531/532/534	<b><i>Psychometric and Psycho Diagnostic in Sports</i></b>	
Type		Credits
Discipline Elective		4
<b>Objectives:</b> <ul style="list-style-type: none"><li>• Provide an understanding about the measurement and evaluation in sports psychology</li><li>• Sensitizing about the ethics in psychological measurement and evaluation</li></ul>		

- To synthesize diverse information relevant to quantitative and qualitative psychological measurement.
- Provide knowledge regarding test construction in sports psychology.

**Learning Outcome:**

- Recognize and explain the measurement and evaluation in sports psychology
- Discuss and practice the ethics in psychological measurement and evaluation
- Distinguish between the quantitative and qualitative psychological measurement.
- Develop various psychological tests.

**UNIT-I : Measurement and Evaluation in Sport Psychology**

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

**UNIT-II : Ethics in Psychological Measurement and Evaluation**

- Measurement and Assessment Limitations in Sport and Exercise Psychology
- Use, Misuse and Disuse of Psychometrics.

**UNIT-III: Quantitative and Qualitative Psychological Measurement**

- Criteria in Quantitative and Qualitative Psychological Measurement
- Criteria for Testing- Completeness, Unambiguity, Consistency, Traceability, Practicability, Testability
- Criteria for Qualitative Testing
- Professional and Ethical Issues in Sport Psychology (Confidentiality, Record Keeping Ethical & Confidentiality in Computer based service provision)

**UNIT-IV: Assessment and Test Construction**

- Test Construction in Sport Psychology
- Different stages of Psycho-Diagnostics
- Methods of Behavioral Assessment, and Construction of a Psychological Test / Batteries (Personality, Motivation, Emotion, Health and Wellbeing)

**References:**

- Nideffer, Robert M. (1987) Athlete's Guide to Mental Training, 2nd ed. Human Kinetics Publishers, Inc Champaign IL.
- Tenenbaum, Gershon (2001) The Practice of Sport Psychology Fitness Information Technology, INC, US
- Tenenbaum, Gershon and Marcy Driscoll (2005) Methods Of Research In Sport Sciences: Quantitative And Qualitative Approaches Meyer & Meyer Fachverlag Und Buchhandel GmbH
- Vealey, Robin S. (2005) Coaching for the Inner Edge Morgantown, WV: Fitness Information Technology

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- Weinberg, R.S & Gould, Daniel (2015) Foundations of Sport and Exercise Psychology, 6th Ed. Human Kinetics Publishers, Inc Champaign IL.

<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Course Code</b>		<b>Course Title</b>
SPS 431/432/433/531/532/534		<b><i>Team Cohesion Dynamics</i></b>
<b>Type</b>	<b>Credits</b>	
Discipline Elective	4	

**Objectives:**

- To synthesize diverse information relevant to human relationships in the context of sports behavior.
- Acquaint the students about the concept and theoretical foundation about leadership and team.
- Sensitizing about the role of coach-athlete relationship in sports.

**Learning Outcome:**

- Distinguish between group and team and highlight the importance of leadership.
- Propose techniques for team building.
- Explain the important roles of coach-athlete relationship in sport performance.

**UNIT-I : Group and Team Dynamics**

- Difference between Groups and Teams
- Theories of Group, Development, Group Structure
- Effective Team Climate
- Maximizing Individual Performance in Team Sports
- Group Cohesion: Define, Model, Tools for measuring cohesion
- Relationship between Cohesion and Performance
- Strategies for Enhancing Cohesion, Guidelines for Building Team Cohesion

**UNIT-II : Leadership**

- Definition and Approaches
- Leadership Training Interventions
- Effective Leadership
- The Art of Leadership
- Communication: Define, Sending and receiving messages effectively, Recognizing Breakdowns, Improving Communication, Confrontation, Delivering Constructive Criticism

**UNIT-III: Understanding the Coach- Athlete Relationship**

- Define, Importance, Recent conceptualizations
- Youth Peer Relationships in Sport: Define, Guiding Theoretical Frameworks, Importance
- Research on Sport-Based Peer Relationships

**UNIT-IV: Competition Effects on Sports Performance**

- Defining Social Facilitation and Audience Effects
- Knowledge of the positive (Facilitation) and negative (Inhibition) effects of others
- Knowledge of the cause and effects of evaluation apprehension (Cottrell)
- Awareness of the distraction effects and home field advantage phenomenon
- The use of strategies to combat the effects of social inhibition.

**References:**

- Jowett, S., & Lavelle, D. (2007). Social psychology in sport. Human Kinetics. USA.
- Lazarus, R., & Folkman, S. (1984). Stress, appraisal, and coping. New York: Springer Publishing Company.

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<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Course Code</b>	<b>Course Title</b>	
SPS 431/432/433/531/532/534	<i>Statistics for Sports Science</i>	
<b>Type</b>		<b>Credits</b>
Discipline Elective		4
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• <i>To familiarize the students with the basics of statistics, data analysis methods and</i></li> </ul>		

<i>techniques.</i>
<b>Learning Outcome:</b> <ul style="list-style-type: none"><li>• Students will be able to choose appropriate sampling, statistics and carry out data analysis and interpretation.</li></ul>
<b>UNIT-I : Introduction</b> <ul style="list-style-type: none"><li>• Definition, nature, characteristics and types of statistics</li><li>• Data, its types and collecting measures</li><li>• Hypothesis, Level of significance and Probability</li><li>• Normal probability curve and grading scales</li><li>• Variable and Attribute</li><li>• Sampling Techniques- Probability and non- probability</li><li>• Reliability and validity test.</li></ul>
<b>UNIT-II : Descriptive Statistics</b> <ul style="list-style-type: none"><li>• Measures of central tendency</li><li>• Measures of variation</li><li>• Frequency Distribution</li><li>• Graphical representations- Line-diagram, Bar-diagram, Pie chart, Histogram</li></ul>
<b>UNIT-III: Inferential Statistics</b> <ul style="list-style-type: none"><li>• Hypothesis Testing</li><li>• Correlation and Regression</li><li>• z-test, t-test</li><li>• Analysis of Variance (ANOVA), ANCOVA</li></ul>
<b>UNIT-IV: Non-parametric Statistics</b> <ul style="list-style-type: none"><li>• Chi-square test</li><li>• Mann Whitney U Test</li><li>• Wilcoxon Sign-Rank Test</li><li>• Sign Test</li><li>• Kruskal-Wallis Test</li></ul>

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<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Course Code</b>		<b>Course Title</b>
SPS 431/432/433/531/532/534		<b><i>Psychology of Special Population</i></b>
<b>Type</b>	<b>Credits</b>	
Discipline Elective	4	
<b><i>Objectives:</i></b> <ul style="list-style-type: none"><li>• <i>To acquaint the students with the gender role and their importance</i></li><li>• <i>Sensitize students about the issues and challenges of female athletes in sports</i></li><li>• <i>Provide knowledge related to sport and special populations</i></li></ul>		

**Learning Outcome:**

- Critically review, interpret and explain the gender role and its importance.
- Identify the issues and challenges of female athletes in sports
- Employ knowledge regarding the special population and sports

**UNIT-I : Gender Role**

- Meaning and Definition of Gender
- Sex Differences and their importance
- Socialization Process in Girls and Boys
- Gender-Inequity and Gender Expectation in Sport

**UNIT-II : Female Athletes and Sport**

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

**UNIT-III: Female Athletes and Role Play**

- Role Conflict and Female Athletes
- Gender role expectation
- Gender Stereotypes (Past and Present)
- Expectation from Family, Friends and others

**UNIT-IV: Sport and Special Populations**

- Minority & High risk Athletes
- Elite Athlete
- Physically Challenged and Injured Athletes
- Psychological perspective on athlete's with physical disabilities.

**References:**

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<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Course Code</b>	<b>Course Title</b>	
SPS 431/432/433/531/532/534	<b><i>Life Skills in Practice</i></b>	
<b>Type</b>		<b>Credits</b>
Discipline Elective		4
<b>Objectives:</b> <ul style="list-style-type: none"><li>• <i>To have an understanding about the importance and need of life skill education</i></li></ul>		

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<ul style="list-style-type: none"><li>• To have an understanding about understand core life skills, its concept, process and practice</li><li>• To develop competence in application of life skills for effective learning and planning of career</li></ul>
<p><b>Learning Outcome:</b></p> <ul style="list-style-type: none"><li>• Students will be able to understand the importance and need of life skill education</li><li>• Students will be able to understand the core life skills, its concept, process and practice</li><li>• The course will enable the students for effective learning and planning of career</li></ul>
<p><b>UNIT-I : Introduction</b></p> <ul style="list-style-type: none"><li>• Definition and Importance of Life Skills</li><li>• Livelihood Skills, Survival Skills and Life Skills</li><li>• Life Skills Education, Life Skills Approach, Life Skills Based Education</li></ul>
<p><b>UNIT-II : Social and Negotiation Skills</b></p> <ul style="list-style-type: none"><li>• Self-Awareness</li><li>• Empathy</li><li>• Effective Communication</li><li>• Interpersonal Relationship</li></ul>
<p><b>UNIT-III: Thinking Skills</b></p> <ul style="list-style-type: none"><li>• Creative and Critical Thinking</li><li>• Problem Solving</li><li>• Decision Making</li></ul>
<p><b>UNIT-IV: Coping Skills</b></p> <ul style="list-style-type: none"><li>• Emotions: Definition, Types</li><li>• Coping with Emotions</li><li>• Stress: Definition, Types</li><li>• Coping with Stress</li></ul>

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<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Course Code</b>	<b>Course Title</b>	
SPS 431/432/433/531/532/534	<b><i>Psychology for Effective Living</i></b>	
<b>Type</b>		<b>Credits</b>
Discipline Elective		4
<b><i>Objectives:</i></b>		

- To have an understanding about self and others
- To have an understanding about emotions and managing emotions.
- To make the student to understand about stress and effective ways to deal with.
- To make the student understand about the meaning, determinants and measures of happiness.
- To help the students to learn about healthy interpersonal relationships and ways to enhance the relationship.

**Learning Outcome:**

- Students will be able to understand themselves and others
- Students will be able to understand and manage emotions more effectively
- Student will be able to effectively identify and deals with stress and stressors
- Student will be able to understand the meaning, determinants and measures of happiness
- Student will be able to lead healthy interpersonal relationships

**UNIT-I : Self-Awareness & Self-Motivation**

- Self-analysis through SWOT, Johari Window
- Maslow's hierarchy of motivation
- Importance of self-esteem
- Enhancement of self-esteem

**UNIT-II : Emotion and Emotional Intelligence**

- Nature and type of emotions
- Emotional intelligence, Importance of emotional intelligence
- Managing emotions

**UNIT-III: Stress and Coping**

- Nature and sources of stress
- Effects of stress on physical and mental health
- Coping and stress management

**UNIT-IV: Interpersonal Relationship and Communication**

- Healthy Interpersonal Relationship
- Effective Interpersonal Communication
- Conflict Resolution and Management

**References**

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<b>Course: M. A/ M.Sc. Sports Psychology</b>		
<b>Course Code</b>	<b>Course Title</b>	
SPS 431/432/433/531/532/534	<i><b>Youth and Sports</b></i>	
<b>Type</b>		<b>Credits</b>
Discipline Elective		4
<i><b>Objectives:</b></i>		

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- Provide understanding about the concept and psychology of youth.
- Enhance awareness of students about the importance of Sports in character development.
- Develop an understanding of the critical issues and challenges faced by youth and how to deal with them

### **Learning Outcome:**

- Come to understand the rich diversity in youth psychology.
- Gain an understanding of the different factors in youth development.
- Demonstrate the understanding of the importance of sports in character development.
- Apply the learning in this course to their lives, and their chosen field(s) of endeavor.

### **UNIT-I : Youth Development**

- Defining youth and Self-identity.
- Transition to adulthood.
- Gender and youth.

### **UNIT-II : Youth development and Relationships**

- Role of Family and siblings in youth development
- Peer group identity: Friendships and Romantic relationships
- Workplace identity and relationships

### **UNIT-III: Character Development through Sport**

- Concept of Character and good sporting behavior
- Healthy Approaches to competition: Fair Play
- Approaches to Developing character and good sporting behaviour
- Link between character development and sport

### **UNIT-IV: Issues and challenges**

- Risk Behaviours: Substance Abuse, Compulsive Gambling
- Aggression in Sports: Concept and causes
- Burnout and Overtraining: Concept and causes
- Eating Disorders

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