



TAMILNADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY

SYLLABUS M.Sc., SPORTS PSYCHOLOGY & SOCIOLOGY (REGULAR-2023-2024)

DEPARTMENT OF SPORTS PSYCHOLOGY & SOCIOLOGY
TAMIL NADU PHYSICAL EDUCATION AND SPORTS UNIVERSITY
CHENNAI - 600 127

DESCRIPTION OF THE PROGRAMME

M.Sc. Sports Psychology & Sociology is a two years program offered by the Department of Sports Psychology & Sociology. This program provides an opportunity for the students to learn the psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations. The department will integrate the both theoretical and practical knowledge of psychology and sociology to train the students to become a professional in the field of sports psychology / Sports Sociology.

REGULATIONS

The Choice Based Credit System (CBCS) for two years M.Sc., Degree programme in Sport Psychology & Sociology will be implemented from the academic year 2023-2024.

1. ELIGIBITLITY FOR ADMISSION

1.1 A Candidate shall be admitted to the degree of M.Sc., Sports Psychology & Sociology only if he/she produces satisfactory evidence to the effect that he/she has completed Bachelor's Degree in Sport Psychology & Sociology / Sport Psychology / Psychology / Sport Sociology / Sociology / Sport and Exercise Psychology / Sports Science/ Sports Coaching / Physical Education and Sports or an equivalent thereto in 10+2+3 or 10+2+4 pattern from a recognized university with a minimum of 50% marks in aggregate and any undergraduate **science Degree** recognized by the syndicate of Tamil Nadu Physical Education & Sports University.

1.2 Eligible for admissions and reservation of seats shall be according to the rules framed by the governing body of this University in this regard, from time to time at par with the UGC norms and regulations of the Government of Tamil Nadu.

2. COURSE OF STUDY

- 2.1 The normal duration of the M.Sc., Sport Psychology & Sociology Programme shall be four semester (Two years).
- 2.2 Each academic year shall comprise of two semester's viz. **ODD** and **EVEN** semesters. Odd semesters shall be from July to November and Even Semesters shall be from December to May.
- 2.3 There shall be not less than 90 working days which shall comprise 480 teaching/Practical Activity clock hours for each semester.

3. CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS in M.Sc., programme would have the following five components and the minimum credit requirements for each component to be completed in two years are:

- 3.1 **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching or two hours of practical work.
- 3.2 **Core course:** Are course that are basic to the subject of the degree. This is a course which is to be compulsorily studied by a student as a core requirement to the completion of the program.
- 3.3 **Elective Courses:** This is a course that is supportive to the discipline of study, provides an expanded scope, enables exposure to some other domains or nurtures proficiency/skills. Elective papers can be of two types: Discipline Specific Elective (DSE) and Generic Elective (GE).
- 3.4 **Discipline Specific Elective (DSE):** These courses are inter disciplinary in nature and considered similar to core course. And, the students have to choose one course from the option provided for them.
- 3.5 **Generic Elective (GE):** These courses add generic proficiency to the students. Students have to choose generic elective courses in consultation with the head of the department from the Generic Elective courses offered by other Division of study in Sports Science or from other Departments in university.

CREDIT ABSTRACT

Semester – Credit Subject	I	II	III	IV	Total Credit
Core course	12	12	12	12	48
Elective (Discipline Centric)	3	3	3	3	12
Generic Elective (GE)	3	3	-	-	06
Core – Practical (Skill Enhancement Course)	2	2	2	2	08
Ability Enhancement Course (AEC)-Soft Skill	2	2	2	2	08
Thesis with Viva-Voce	-	-	-	5	05
Internship	-	-	3	-	03
Field Work / Extension Activity	-	-	-	1	01
Grant Total	22	22	22	25	91

4. COURSE WEIGHT

4.1 Courses will be designed with weightage of two /four credits, depending upon the content, duration and specialization. All courses need not carry the same weight. A course may comprise lectures/tutorials/laboratory/field work/outreach activities/project work/vocational training/viva/seminars etc. or a combination of some of these.

4.2 It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching or two hours of practical work.

5. ASSESSMENT AND EVALUATION

Post Graduate degree programme M.Sc., Sport Psychology & Sociology (Two Years). It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching or two hours of practical work.

SEMESTER	CREDITS	TOTAL MARKS
I	22	600
II	22	600
III	22	600
IV	25	700
Grant Total	91	2500

- 5.1 Each course will be assessed on the basis of 100 marks. The marks would be divided between internal and external assessment.
- 5.2 There shall be one end semester external examination for each course in every semester consisting of 75% (75 marks) weightage in theory and 25% (25 marks) in practical courses.
- 5.3 Each Theory course shall have internal assessment of 25% weightage on the following:

Components of Internal Evaluation of Theory	Marks
Assignment	2
Seminar / Conference Paper Presentations	3
Internal Assessment Test - I	5
Internal Assessment Test – II	5
Model Examination	10
Total	25

- 5.4 Each Practical Course shall have internal assessment of 25% weightage on the following:

Components of Internal Evaluation of Theory	Marks
Internal Viva	5
Record	5
Internal Assessment	5
Lab Performance	10
Total	25

- 5.5 The minimum passing standard will be 50% for the external and internal component of each theory course, i.e. 38 marks out of 75 (external - 50% of 75 marks) and 12.5 marks out of 25 (internal - 50% of 25 marks). In practical minimum passing standard will be 50% for the external exam and internal assessment for each practical course.

6. ATTENDANCE

- 6.1 Every teaching faculty handling a course shall be responsible for the maintenance of attendance register for candidates who have registered for the course.
- 6.2 Students must have 75% of attendance in each course for appearing in the semester examinations.
- 6.3 Students who have 74% to 70% of attendance shall apply for condonation in the prescribed form with the prescribed fee.
- 6.4 Students who have 69% to 65% of attendance shall apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate.
- 6.5 Students who have below 60% of attendance are not eligible to appear for the examination. It is furthered clarified that the students will have to repeat the semester.
- 6.6 Obtaining condonation is not a matter of right of the students.
- 6.7 A student can avail condonation only once during the entire course of study.

7. END SEMESTER EXAMINATION (ESE)

7.1 The ESE will consist of a written examination of three hours duration for a maximum score of 75. The following procedure will be followed for evaluation.

Pattern	Total No. of Question	Number of Question to be Answered	Marks for each Question	Total Marks
Multiple-Choice Questions	10	10	1	10
Short Answer / Problem Type	5	5	2	10
Short Essay / Problem	8	5	5	25
Long Answer / Essay / Problem Type	5	3	10	30
Total				75

7.2 A candidate who has secured a minimum of 50 marks in all courses prescribed in the programme and earned a minimum of the credits will be considered to have passed the Bachelor's Degree Programme.

7.3 A Student will be issued, hall ticket only if one produces “**No Dues**” certificates from the concerned department, the laboratory, the Registrar's Office, the Library and Hostel.

8. GRADING SYSTEM

A ten point rating is used for the evaluation of the performance of the student to provide a letter grade for each course and overall grade for the Master's Programme. The letter grade assigned is given below:

Letter	Grade	Grade Point	Range of Marks
O	Outstanding	10	91-100
A+	Excellent	9.0	81-90
A	Very Good	8.5	71-80
B+	Good	8.0	61-70
B	Above Average	7.5	51-60
C	Pass	7.0	50
RA	Reappear	0	0-49
AB	Absent	0	ABSENT

9. INTERNSHIP AND FIELD TRAINING

Internship and field training is an important component of Sport Psychology & Sociology that provides students with the opportunity to gain applied practical experience in the field of Sport Psychology / Sport Sociology. It allows a student to employ what is learned in class in a supervised environment, which is critical in order to further develop professional skills and assure quality practice. The students will undergo Internship training / Clinical practice / Field training in TNPESU campus/ Sports Development Authority of Tamil Nadu (SDAT) coaching Centres / Sports Authority of India (Various coaching Centres of SAI) / Government Medical College/ other sporting centres / academies shall be evaluated through internal assessment

only. At the end of Internship/field training, the student shall submit a certificate from the organization where he /she has undergone training and a brief report. The evaluation will be made based on this report and a Viva-Voce Examination, conducted internally by a three member Departmental Committee constituted by the Head of the Department.

10. THESIS

The topic of thesis will be allocated in third Semester and candidate will work for one semester and submit a written thesis in 4th semester. The student will be awarded grade for the total number of credits earned in thesis in III and IV semesters of study at the end of the IV semester.

PROGRAM EDUCATIONAL OBJECTIVES (PEOs)

PEO-1: To produce students with effective interpersonal skills and psycho-social skills to help athletes to excel in sports profession.

PEO-2: To enable the student to articulate the talent sets desired by employers who hire or select people who demonstrate the knowledge of Psychology and Sociology in sports.

PROGRAM OUTCOME (POs)

The student will be able to:

PO1: Demonstrate fundamental knowledge and comprehension of the major sociological concepts, theoretical perspectives, and empirical findings to discuss how sociological principles apply to behavioural problems among athletes.

PO2: Understand the application of psychological and sociological theories in sports.

PO3: Expose the knowledge that can help teams improve their dynamics, boost their performance, recover from injuries, and overcome emotional obstacles caused by competition.

PO4: Articulate an approach to work effectively with diverse individual and groups by demonstrating the psychological skills and techniques to enhance sports performance.

PO5: Demonstrate professional ethics and commitment in all aspects of professional practice.

PO6: Carry out researches on various domains of psychology and sociology in relation to sports.

PO7: Develop critical thinking and applies strategy on solving emotional and social problems in sports situations.

PO8: Plan to communicate to formulate effective arguments for report writing/presentation.

PO9: Relate to society by contributing a service to the community and justify to be a responsible global citizen.

PO10: Focus on the professional realities of working as a sports psychologist or sports sociologist.

Course code	Course Title	Hours/Week			Marks		
		L	P	C	CIA	ESE	Total
23PF1CT101	Cognitive Psychology	4	-	4	25	75	100
23PF1CT102	Introduction to Sports Sociology	4	-	4	25	75	100
23PF1CT103	Research Methodology	4	-	4	25	75	100
DISCIPLINE SPECIFIC ELECTIVE (Choose any one)							

SEMESTER I

Department of Sports Psychology & Sociology, TNPESU

23PF1CE001	Coping with Stress	3	-	3	25	75	100
23PF1CE002	Methods and Measurement in Psychology	3	-	3	25	75	100
GENERIC ELECTIVE							
23PF1GE001	Interdepartmental Elective – I (Generic)	3	-	3	25	75	100
PRACTICUM							
23PF1L101	Psychological Assessment - Practicum - I	-	4	2	25	75	100
23PF1AE101	Soft Skill – I (Communication Skill)	4	-	2	-	-	-
		22	4	22	150	450	600

Note:

1. Students shall take Department Electives (DEs) from the choices available.
2. Students shall take Interdepartmental Electives (IDEs) from a range of choices available.

SEMESTER II

Course code	Course Title	Hours/ Week			Marks		
		L	P	C	CIA	ESE	Total
23PF1CT201	Psychological Aspects of Sports Performance	4	-	4	25	75	100
23PF1CT202	Indian Social System and Sports	4	-	4	25	75	100
23PF1CT203	Statistics in Social Sciences	4	-	4	25	75	100
DISCIPLINE SPECIFIC ELECTIVE (Choose any one)							
23PF1CE003	Motor Learning and Psychology of Coaching	3	-	3	25	75	100
23PF1CE004	Psychometrics	3	-	3	25	75	100
GENERIC ELECTIVE							
23PF1GE002	Interdepartmental Elective – II (Generic)	3	-	3	25	75	100
PRACTICUM							
23PF1L201	Psychological Assessment Practicum - II	-	4	2	25	75	100
23PF1AE201	Soft Skill – II (Basics of Computer Applications)	4	-	2	-	-	-
		22	4	22	150	450	600

Note:

1. Students shall take Department Electives (DEs) from the choices available.
2. Students shall take Interdepartmental Electives (IDEs) from a range of choices available.

SEMESTER III

Course code	Course Title	Hours/ Week			Marks		
		L	P	C	CIA	ESE	Total
23PF1CT301	Fundamentals of Counselling Skills	4	-	4	25	75	100
23PF1CT302	Human Growth and Development	4	-	4	25	75	100
23PF1CT303	Sociological Theories	4	-	4	25	75	100
DISCIPLINE SPECIFIC ELECTIVE (Choose any one)							
23PF1CE005	Team Cohesion and Group Dynamics	3	-	3	25	75	100
23PF1CE006	Social Problems	3	-	3	25	75	100
PRACTICUM							
23PF1L301	On-field Psychological Assessment - Practicum - III	-	4	2	25	75	100
23PF1AE301	Soft skill – III (Life Skills Management)	2	-	2	-	-	-
23PF1IT301	Internship*	-	-	3	25	75	100
		17	4	22	150	450	600

Note:

1. Students shall take Department Electives (DEs) from the choices available.
2. *Internship will be carried out after completion of first year and before appearing for third semester examinations. The marks shall be sent to the University by the Department and the same will be included in the Third Semester Marks Statement.
3. *One month training at reputed Organizations / Sporting Clubs / Govt. Sports Authorities / Councils / National Teams and submit a report.

SEMESTER IV

Course code	Course Title	Hours/ Week		C	Marks		
		L	P		CIA	ESE	Total
23PF1CT401	Counseling and Behavior Modification Techniques	4	-	4	25	75	100
23PF1CT402	Scientific Dimensions of Sports Psychology	4	-	4	25	75	100
23PF1CT403	Intervention Strategies and Sports Behavior	4	-	4	25	75	100
DISCIPLINE SPECIFIC ELECTIVE (Choose any one)							
23PF1CE007	Positive Psychology	3	-	3	25	75	100
23PF1CE008	Sociology of Health	3	-	3	25	75	100
PRACTICUM							
23PF1L401	On-field Psychological Assessment - Practicum - IV	-	4	2	25	75	100
23PF1TH401A	Thesis	-	4	4	25	75	100
23PF1TH401B	Viva-Voce	-	-	1	25	25	50
23PF1AE401	Soft skill – IV (Yoga & Meditation)	2	-	2	-	-	-
23PF1EA401	Extension Activity	-	2	1	50	-	50
		17	10	25	225	475	700

SEMESTER - I

PAPER CODE	PAPER TITLE
23PF1CT101	Cognitive Psychology
23PF1CT102	Introduction to Sports Sociology
23PF1CT103	Research Methodology
Electives (Discipline Specific)	
23PF1CE001	Coping with Stress
23PF1CE002	Methods and Measurement in Psychology
23PF1GE001	Generic elective -I
23PF1L101	Psychological Assessment - Practicum - I
23PF1AE101	Soft Skill – I (Communication Skill)

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
I	23PF1CT101	Cognitive Psychology
Type	Credits	
Core	4	
<p>Objectives:</p> <p>To study the concept of cognition and its application in cognitive psychology. Also, the students will acquire and demonstrate broad knowledge of psychology and demonstrate ability to integrate these areas with cognitive psychology.</p>		
<p>Course Learning Outcomes:</p> <p>At the end of this course the students would be able to:</p> <ol style="list-style-type: none"> 1. Analyse each situation rationally and take decisions better and faster than others. 2. Comprehend the role of mental processing in day -to- day life for solving problems. 3. Identify the building blocks that enable students to identify their strengths and weaknesses so that they can further help others in doing so. 4. Cultivate cognitive skills to understand the mind and behaviour. 5. Explore and comprehend the concepts, principles and themes of cognitive psychology. 		

UNIT I INTRODUCTION

Definition and Scope of Cognitive Psychology – History and Development of Cognitive Psychology – Intelligence – Definition – Theories of Intelligence – Emotional Intelligence – Definition and its components – Artificial Intelligence – Definition and its applications.

UNIT II ATTENTION, PERCEPTION AND CONSCIOUSNESS

The nature and definition of attention, perception and consciousness – selective attrition and division of attention – theories of attention – filter theory, attenuation theory, late selection theory – theories of perception – bottom up and top down process – Gestalt approaches to perception – Disruptions of perception – subliminal perception – Consciousness of complex mental process.

UNIT III MEMORY AND LANGUAGE

Short term vs long term memory – types of long term memory – encoding, storage, and retrieval – working memory – definition and model – process of forgetting – memory distortions – reconstructive retrieval – eyewitness testimony – Language – properties of language- process of language comprehension- language and thought – language in social context.

UNIT IV PROBLEM SOLVING AND CREATIVITY

Problem solving: Meaning – Problem solving cycle – types of problems – Problem solving techniques – obstacles and aids in problem solving – knowledge and problem solving – creativity – definition – divergent thinking – steps in creative thinking – nature of creative people – blocks to creative thinking – Promoting Creativity.

UNIT V REASONING AND DECISION MAKING

Types of thinking – Reasoning: Meaning – categorical syllogisms – conditional syllogism – syllogistic reasoning – inductive reasoning – heuristics and biases and its types – Decision making: Meaning – types of decision making.

REFERENCES

1. Kellogg, R.T. (2007). *Fundamentals of cognitive psychology*. New Delhi, India: SagePublication.

2. Sternberg, R. J. (2009). *Applied cognitive psychology: Perceiving, learning and remembering*. New Delhi, India: Cengage Learning.
3. Parkin, A . J. (2000). *Essential Cognitive Psychology*. London: Psychology Press.
4. Smith, E.E & Kosslyn, S.M. (2007). *Cognitive psychology: Mind and brain*. NewDelhi, India: Prentice – Hall of India.
5. Riegler, B.R & Riegler, G. L. (2008). *Cognitive psychology. Applying the science of the mind*. New Delhi, India: Pearson India Education Services Private Limited.
6. Galotti, K.M. (2004). *Cognitive psychology: In and out of the laboratory*. New Delhi, India: Wadsworth.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
I	23PF1CT102	Introduction to Sports Sociology
Type	Credits	
Core	4	
<p>Objectives:</p> <p>The curriculum aims to provide students the basic grasp of the sociocultural factors influencing physical activities and sports. Students investigate how sports and society interest through theoretical frameworks including globalisation, gender, racism, class and identity in the context of sports.</p>		
<p>Course Learning Outcomes:</p> <p>At the end of this course the students would be able to:</p> <ol style="list-style-type: none"> 1. Students will be acquired with theoretical framework and analytical instruments. 2. This course will enable them to assess the intricate relationship between player's communities and organisation in the sports world objectively. 3. They will possess the ability to identify and manage power dynamics, social change and inequality in social environment. 4. Students will have a significant contribution to the progression towards the betterment of the larger sports community. 		
<p>UNIT I Introduction:</p> <p>Definition – Nature and Scope of Sociology. Development of Sports Sociology – Sociology and other Social Sciences including Sports Sociology. Importance of sports sociology</p>		
<p>UNIT II Society and the place of sports and games:</p> <p>Origin and development of sports in various societies (Greek & Roman) – Sports as social as group behaviour – Sports as cultural activity: Sports culture - Sports and communities: sports as community activity.</p>		
<p>UNIT III Sports as Social and a Group Process:</p> <p>Meaning and types of Social process – Sports in Social process frame work. Team</p>		

spirit as supra – individual power: McDougal, Durkheim, , Lewis.

UNIT IV Socialization In and Social Control of Sports:

Meaning of socialization Training and induction into sports as socialization – Role of parents and professionals in sports socialization – Meaning of social control – sports as a socially regulates activity – Sports as a social value – Sports and social rewards.

UNIT V Social Stratification and Sports:

Meaning and forms of stratification – Social class and sports – gender and sports – race and sports – Age and Sports – Globalization and Sports.

REFERENCES:

- 1) Fiehter, J.H. (2001), *Sociology 2nd Ed.* London. *The University of Chicago Press.*
- 2) Pascal, G. (1999) *Fundamental of Sociology, 3rd Rev.Ed.,*Bombay, *Orient Longman.*
- 3) Inkless.Alex,(2007) *What is Sociology, New Delhi Prentice Hall of India Pvt.*
- 4) Giddens A (1989) *Sociology, Cambridge, Polity Press.*
- 5) Harlambos, (1999) , *Introduction to Sociology, Oxford University Press.*

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
I	23PF1CT103	Research Methodology
Type	Credits	
Core	4	
<p>Objectives:</p> <p>The main objectives of this course is to introduce the basic principles of Research Methodology, to discuss in-detail the sampling, data collection, analysis of data and report writing, to equip students with skills of various methods and techniques for scientific conduct of social science research.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand, participate and conduct various steps involved in research. 2. Differential understanding of appropriate techniques to be used in various types of scientific research in social sciences. 3. Analyse & comprehend research and its application. 4. Design and Develop the strategy, to conduct research. 5. Comprehend the inter relation between parameters under study. 6. Develop insight into procedural scientific steps of conducting a research. 		
<p>UNIT I FOUNDATIONS OF RESEARCH</p> <p>Meaning – Critical thinking process – Objectives of science – Need for research – Research approaches – Steps in research. Method Vs Methodology. General Principles – Ethical issues: Children, Adults, Animals. Research problem – Sources – Criteria of good problem. Reviewing the literature – Research article.</p>		
<p>UNIT II HYPOTHESIS AND VARIABLES</p> <p>Hypothesis: Meaning – Types – Basic concepts related to hypothesis testing. Variables – Definition – Ways of asking questions – measuring observed variables – Scales of measurement – Types of measures – Reliability – Validity.</p>		
<p>UNIT III RESEARCH DESIGN</p> <p>Experimental design: Independent groups designs – Completely randomized groups designs, randomized factorial groups design. Dependent groups designs: Within-participants design, matched groups design – Mixed Designs – Single-participant</p>		

design – Baseline designs. Non-experimental designs: Quasi-experiments – Time-series design, nonequivalent groups designs, longitudinal research, Cross-sectional research, Case-studies, Correlational research.

UNIT IV SAMPLING

Sampling – Meaning – Probability and Non-probability sampling – Sample & effect size. Data collection methods: Observational research – Survey research. Sampling distribution – determining sample size – sampling error.

UNIT V REPORT WRITING AND COMPUTERS IN RESEARCH

Writing Proposal – Plagiarism – References and In-text citation – APA primer - Presenting research: Research report – Typing guidelines – Oral and Poster presentation. Computers in research – Internet and research.

REFERENCES:

TEXT BOOKS

1. Evans, A.N., & Rooney, B. J. (2008). *Methods in psychological research*. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Jackson, S.L. (2010). *Research methods and statistics*. New Delhi, India: Cengage Learning India Pvt. Ltd.

REFERENCE BOOKS

1. Coaley, K. (2009). *An introduction to psychological assessment and psychometrics*. New Delhi, India: Sage Publications India Pvt. Ltd.
2. Coolican, H. (2009). *Research methods in statistics in psychology*. New Delhi, India: Rawat Publications.
3. Gravetter, F.J., & Forzana, L.A.B. (2009). *Research methods for behavioral sciences*. Boston, MA: Wadsworth Cengage learning. Tamilnadu State Council for Higher Education 20
4. Myers, J. (2008). *Methods in psychological research*. New Delhi, India: Sage Publications.
5. Singh, A.K. (2006). *Tests, measurements and research methods in behavioural sciences*. Patna, India: Bharati Bhavan Publishers.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
I	23PF1CE001	Coping with Stress
Type	Credits	
Elective	3	
Objectives: The main objective of this course would identify the personal difficulties, reflect upon the stress management and relaxation strategies and become more effective in handling everyday pressures in a sustainable way.		
Course Learning Outcomes: On completion of the course the student will be able to: <ol style="list-style-type: none"> 1. Develop a balanced lifestyle in order to control stress in the long term. 2. Utilise effective relaxation and stress reduction techniques. 3. Develop a Personal Action Plan for Stress Management. 		
UNIT I Learning about sources of stress and its symptoms: Nature of stress- various sources of stress environmental, social, physiological and psychological; Symptoms of stress - emotional response, physiological & behavioural response.		
UNIT II Coping --- (a) Concept of coping: Definition and Classification. (b) Measurement of coping behaviour.		
UNIT III Life Style and Related aspects---- (a) Stress and Personality. (b) Life Style and Health: Cardiovascular disease, Atheroceterosis, cancer. (c) Stress and substance abuse: alcohol and other drugs		
UNIT IV Developing a sense of Humour – Learning to laugh – Using humour at work – Reducing conflicts with humour		
UNIT V : Learning to manage stress effectively: Methods - yoga, meditation, Vipassana, relaxation techniques, clarifying problem, alternate actions, support (Problem focused) emotion focused constructive approach		

Readings: Weiten, W. & Lloyd, M.A (2007). Psychology applied to Modern life. Thomson Detmar Learning .

Suggested Readings:

1. Barrett.J.E. (1979) ---Stress and Mental Disorder, American Psychopathological Association Series,New York : Rayan Press, Section A-6.
2. Braumsteirn, J.J. and Toister, R.P (1981)----- Medical Applications of Behaviour Science chicago:Year Books Medical publishers Inc. Section A. I:
3. Dohrenwend B.S. and Dohrenwend, B.P. (1974) --- Stress life events : their nature and effect, Newyork, Johan willy and sons.
4. Goldberger, L. and Breznitz,S. (1982) ---- Handbook of stress : theoretical and clinical as pact
5. Harzars, R.S. and Talkman, S. (1984) ---- Stress, Appraisal and coping, Newyork: Springer.
6. Selye. H.(1980) -----Selyes guide to stress research vol. I, Newyork : Van Nostrand Reinhold. ADACP -

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
I	23PF1CE002	Methods and Measurement in Psychology
Type	Credits	
Elective	3	
<p>Objectives:</p> <p>Students learn about numerous psychological tests, meaning and nature of individual and group. It also provides an insight for evaluating information, and interpreting results and it eventually improves the treatment and practice within the sports community.</p>		
<p>Course Learning Outcomes:</p> <p>At the end of this course the students would be able to:</p> <ol style="list-style-type: none"> 1. Students can do methodologically rigorous investigation in sports psychology and sociology. 2. They exhibit competence in the selection of suitable research design and assessment instruments. 3. Improves the quality of intervention, policies and programs that support athlete wellbeing and social change. 4. Students can advance analytical abilities to the field of sports psychology and sociology. 		
<p>UNIT I</p> <p>Introduction of psychological tests – meaning and nature of psychological testing – defining a psychological test – types of tests – individual vs. group – uses of tests – characteristics of good test – misuse of psychological tests and safeguards to avoid them.– Record writing procedure.</p>		
<p>UNIT II</p> <p>Measurement of educational achievement, intelligence – tests of educational achievement, proficiency tests, diagnostic, tests- tests of intelligence – scales of Stanford- Binet and Wechsler – group tests of intelligence – verbal, non verbal performance tests.</p>		

UNIT III

Aptitudes and their testing – meaning global and unitary approaches of aptitude testing, multifactor test batteries – DAT, GATB, other tests of special abilities and professional aptitudes.

UNIT IV

Tests of interest ,values – nature of interest, kinds of interest, different approaches for the assessment of interest, relation between interest and aptitude, Kuder's and strong interest inventories, information about measurement of interest – Types of values and their measurement

UNIT V

Different approaches to the personality, assessment of personality - rating scales, inventories, projective techniques, situational tests.

REFERENCES:

1. Anastasi & Susana Urbina (2004) 7th Edition, *Psychological Testing*, Pearson Education Inc, New Delhi..
2. Parameswaran & Ravichandran. (2003). *Experimental psychology*. Neel Kamal Publications.
3. Woodworth, R.S. and Scholsberg (1972), *Experimental psychology*. Holt, Rinehart & Winston

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
I	23PF1GE001	Generic Electives
Type	Credits	
Generic	3	
<p>A student admitted in the Department of Sports Psychology & Sociology has to opt for the Generic Elective (GE) Course offered by other departments. As an example, a student admitted under M.Sc. Sports Psychology & Sociology programme can't opt for the Generic Elective Courses offered by Department of Sports Psychology & Sociology.</p>		

GENERIC ELECTIVE PAPERS OFFERED BY VARIOUS DEPARTMENTS IN THE ODD SEMESTER (FIRST SEMESTER)

Department	Name of the Generic Elective Paper
Sports Management	Management Concepts
Yoga	1. Stress Management 2. Yoga Therapy
Exercise Physiology & Nutrition	Essentials of Exercise Physiology
Biomechanics	Gait, Posture and Corrective Exercise
Sports Technology	Fundamentals of Sports Technology
Physical Education	Recreational & Inclusive Games

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
I	23PF1L101	Sports Psychology LAB & Field
Type	Credits	
Practicum	2	
<p>Objectives:</p> <p>Students will obtain practical knowledge in applying psychological concepts to authenticate sports environments. They get experience on how to analyse psychological variables by using a variety of assessment instruments and methodology.</p>		
<p>Course Learning Outcomes:</p> <p>At the end of this course the students would be able to:</p> <ol style="list-style-type: none"> 1. This program will exhibit competency in measuring psychological test to athletic environments. 2. They will be equipped with the knowledge and abilities to create and carryout efficient therapies for sports team and athletes. 3. Students will be prepared to handle the psychological issues faced by the athletic population. 4. Students will effectively communicate the psychological concepts and findings to diver's audience and a broader sporting community. 		
<p>Students are required to conduct and record any 08 experiments.</p> <ol style="list-style-type: none"> 1. Competitive State Anxiety 2. Sports Specific Personality 3. Locus of Control –Internal/External 4. Life Skills 5. Mental Imagery 6. Sports Motivation 		

7. Athlete Self Efficacy
8. Concentration
9. Sports Achievement Motivation
10. FIRO – B

REFERENCES:

1. Woodworth, R.S. and Scholberg (1972), Experimental psychology. Holt, Rinehart & Winston.
2. Anastasi & Susana Urbina (2004) 7th Edition, Psychological Testing, Pearson Education Inc, New Delhi..
3. Parameswaran & Ravichandran. (2003). Experimental psychology. Neel Kamal Publications.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
I	23PF1AE101	Soft Skills-1 (Communication Skills)
Type	Credits	
AEC	2	
<p>Objectives:</p> <p>The main objective of this course is to help students become familiar with grammar, and build confidence in them that grammar is 'learnable'. The course also helps the learners become aware of language, its dependence on grammar and the variety it exhibits.</p> <p>On completion of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand and appreciate English spoken by people from different regions 2. Use language for speaking with confidence in an intelligible and acceptable manner 3. Understand the importance of reading for life 4. Develop an interest for reading 5. Understand the importance of writing in academic life 		
<p>UNIT I</p> <p>Communication Skills: Role of communication in Present Days- Importance of Communication - Communication Barriers - Types of Communications: Verbal communication: Oral -Story telling- Crucial conversation – Face to Face Communication- Telephone communication, Aral- Listening and Hearing, Non - Verbal Communication: Facial Expressions- Body Language-Posture- Eye Contact, Written Communication: Journals- E-Mails- Blogs - Text Messages, Visual Communications: Signs- Symbols- Pictures.</p>		
<p>UNIT II</p> <p>Components of Communication – Context - Encoder- Encoding - Message - Medium - Receiver – Feedback- Level of Communication – Intrapersonal – Intrapersonal-Group and Public communication, Characteristics of Communication, Memorandum: Purpose- Format- Business Memo and Agenda, Basic Skills for Communications- Listening- Speaking- Reading and Writing.</p>		
<p>UNIT III</p> <p>Interview Skills: Preparing for Interview- -Personal interview - Technical interview -</p>		

Group Discussion- Body language- Pronunciation- Speaking - Presentation skills: Preparation – The Subject – The Audience – The place- The time- Length of Talk and Structure of Presentation.

UNIT IV

Phonetics: Elements of English Language – Phonology- Morphology – Lexis – Syntax- Grammar, The Different Speech Organs and Their Role- The Individual Sounds- Vowel- Pure Vowel- Semi Vowel- Diphthongs- Classification of Diphthongs - Monotones- Consonants- Manner of Articulation- Place of Articulation.

UNIT V

Strong and weak Forms of Words- Stress- Word Stress- Primary Stress- Secondary Stress- Sentence Stress, Rhyme and Rhythm- Rhythm- Intonation- Raise - Fall - Raise Fall intonation.

Reference Books

1. Second Edition of “Communication Skills” Published by Carrier Skill Library.
2. Effective Communication Skills – A Book of MTD Training.

The Language Sound of Language by Michael Dobrovolsky and Francis katamba.

SEMESTER - II

PAPER CODE	PAPER TITLE
23PF1CT201	Psychological Aspects of Sports Performance
23PF1CT202	Indian Social System and Sports
23PF1CT203	Statistics in Social Science
Electives (Discipline Specific)	
23PF1CE003	Motor Learning and Psychology of Coaching
23PF1CE004	Psychometrics
23PF1GE002	Generic Elective -II
23PF1L201	Psychological Assessment - Practicum - II
23PF1AE201	Soft Skill – II (Basics of Computer Applications)

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
II	23PF1CT201	Psychological Aspects of Sports Performance
Type	Credits	
Core	4	
<p>Objectives:</p> <p>The objective is to explore the bases of psychological preparation, complex interactions between psychological process and how they affect athlete's performance.</p>		
<p>Course Learning Outcomes:</p> <p>At the end of this course the students would be able to:</p> <ol style="list-style-type: none"> 1. Students will develop proficiency in designing and implementing evidence based performance enhancement strategies. 2. Students will be capable of conducting psychological assessment to evaluate athlete's mental skills. 3. Students will be well equipped with advancement of sports psychology practice, positively impacting athlete's performance, wellbeing and overall success in sports. 		
<p>UNIT I Bases of Psychological Preparation:</p> <p>Positive Attitude, Calmness, Self Confidence, Fighting spirit – Adapting to competitive situation, situational control , controlling the athletes state before competition - Overtraining, Physiological and Psychological Impact of Overtraining.</p>		
<p>UNIT II Cognition:</p> <p>Thinking- Strategic Thinking, Attention-Dimensions of Attention, Role of attention in Individual and Team Sports, Ways to improve attention and concentration skills, Discussion: Direct and Indirect Suggestions</p>		
<p>UNIT III Motivation: Motivation of children and Youth in sports - Extrinsic and Intrinsic Motivation in Sports – Perceived competence - Achievement Motivation and Competitiveness, Theories of Achievement Motivation</p>		

UNIT IV Psychological Preparation of Training and Competition:

Competition in sports – types of competition - Determinants of Competitive Behavior
–Characteristics of pre-competition , competition and post competition -

UNIT V Personality:

Personality and Psychological characteristics of Athletes – Personality traits and sports - Mood states and athletic performance – Iceberg Profile – Mental Health and Sports.

REFERENCES:

1. Gangopadhyay, S.R. (2008) – Sports Psychology, Sports Publications, New Delhi.
2. Burton, D, Thomas D. (2008) – Sport Psychology for Coaches, Human Kinetics Publishers, UK.
3. Gurbakhsh S.Sandhu (2002) - Psychology in Sports – A Contemporary Approach' friends publications, New Delhi
4. Martens, R. (1987) – Coaches Guide to Sport Psychology, Human Kinetics Publishers, Champaign, Illinois

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
II	23PF1CT202	Indian Social System and Sports
Type	Credits	
Core	4	
<p>Objectives:</p> <p>The main objective of this course is to over view the multidisciplinary approach and opportunities shaped by class, caste, religion, ethnicity and regional verity. Knowledge about government policies, urbanisation and globalisation in Indian sports development.</p>		
<p>Course Learning Outcomes:</p> <p>At the end of this course the students would be able to:</p> <ol style="list-style-type: none"> 1. On completion of the course the students will be able to identify the cultural sensitivity, contextual application to Indian sports. 2. Advocate with local communities and sports organisation to promote positive social outcomes. 3. Helps to understand institutional framework, roles and responsibilities of MYAS. 4. Create awareness of various challenges faced by sports man in India. 		
<p>UNIT I Indian Society:</p> <p>Indian society as a multicultural society - Multiculturalism and its implication for Indian Sports. Age and Sex Structure of India's population and its implication for sports. Stages of life and its implication.</p>		
<p>UNIT II Village Community and Sports:</p> <p>Village as a community and a social system – Village Social Life and the place of games and sports: Sports as divisive and cohesive social activity of the villages – Rural religion, festivals and sports – Rural family, leisure and recreation activities – Traditional competitive sports events of rural India – Recent initiatives to promote rural talents in sports in India.</p>		
<p>UNIT III Traditional Institution and Sports in India:</p> <p>Family and Sports – Tennis, equestrian, cricket – Caste and Sports – Religion and Sports – Region and Sports</p>		

UNIT IV Social change and sports in Modern India:

Emergence of sports as a profession and vocation in modernization and parochialization –
Emergence of traditional sports as universalization - Corporatization of sports in India -
Institutionalization of traditions sports of India.

UNIT V Politics of Sports in India:

Organizational structure of sports in India: Ministry, Boards, Authorities, Universities,
Associations, Clubs challenges facing sportsman in India.

REFERENCES:

1. **Mandelbun, D.G.L. (1990),** *Society in India, Berkerley, and University of California Press, Vol 1 Parts 24 & 4.*
2. **Singh, Yogendra, (1993)** *Modernization of Indian Tradition, a Systematic Study of Social Cahange, New Delhi, Thompson Press.*
3. **Srinivas M.N. (1962),** *Caste in Modern India and other essay, Bombay, Asia Publishing House.*
4. **Nicholas B.Dirks. (1996)** *Castes of mind permanent block D-28, Oxford Apartments, 11, 1.p.extention, Delhi. 110 092.*

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
II	23PF1CT203	Statistics in Social Science
Type	Credits	
Core	4	
<p>Objectives:</p> <p>After completing this subject we will be able to understand about</p> <ol style="list-style-type: none"> 1. The basic concepts of statistics, need of statistics and central tendency & dispersion, 2. Sampling, hypothesis testing, data analysis using descriptive statistics. 3. How to analysis the problem using SPSS software. 		
<p>Course Learning Outcomes:</p> <p>On completion of the course the student would be able to:</p> <ol style="list-style-type: none"> 1. Analyse the basic concepts of statistics in psychology. 2. Description and communication of data through advanced methods. 3. Explore parametric and non- parametric statistical tools for analysis and interpretation. 4. Illustrate hypothesis testing by use of inferential tools. 5. Apply qualitative data analysis for in depth explorations 		
<p>UNIT I</p> <p>Statistics: Meaning, Definition and Importance: Raw Score, Class Intervals - Continuous and Discrete Series, Construction of Frequency Tables, Measures of Central Tendency: Mean Median and Mode - Meaning, Definition, Importance, Advantages and Disadvantages. Calculation of Mean, Median and Mode.</p>		
<p>UNIT II</p> <p>Measures of Variability- Range, Quartile Deviation, Mean/Average Deviation, Standard Deviation-Meaning, Definition and use. The Normal Curve: Meaning, Principles, Laws, Properties and Uses. Divergence from Normality-Skewness and Kurtosis. Scoring Scales- Sigma scale, Z Scale, T Scale.</p>		
<p>UNIT III</p> <p>Correlation- Pearson Product Moment Correlation, Spearman Rank Order Correlation, Phi Correlation, Biserial Correlation Partial and Multiple Correlation.</p>		

Regression Lines.

UNIT IV

Testing of Hypothesis - Procedure, Types of Hypothesis, Level of Significance, One Tailed and Two Tailed Test, Degrees of Freedom, Test of Significance for Difference of Means- t Test -Independence and Dependence Test, Z-Test, One Way Analysis of Variance.

UNIT V

Non Parametric: Chi Square Test – Equal Occurrence Test, Independence of Attributes, Contingency Coefficient; Graphical Representation – Line Diagram, Bar Diagram- Multiple Bar Diagram, , Histogram, Frequency Polygon, Frequency Curve. Cumulative Frequency Polygon, Ogive, and Pie Diagram – introduction of SPSS Package.

Reference Books

1. Berg, “Essential of Research Methods in health Physical education”, Lippincott William and Wilkins Publisher.
2. Rothstein, Anne L. (2006), “Research Design and Statistics for Physical Education, Englewood Cliffs, and New Jersey: prentice Hall Inc.
3. Blum, J.R., and Fattu, N.A. 1954. Nonparametric methods.Rev.Educ.Res. 24, 467-487.
4. Conover, W.J. Practical Nonparametric statistics, 2nd edition. New York; John wiley& sons, 1980.
5. Gibbons, J.D., and Chakraborti. S., Nonparametric Statistical Inference, 3d ed., New York, Marcel Dekker. 1992.
6. Clarke, David H. Clarke, Harrison H. Research Process in Physical education, New Jersey: Prentice Hall Inc.1984.
7. Jerry R. Thomas, Jack K. Nelson and Stephen J. Silverman., Research methods in Physical Activity (5th Ed), New York: Human Kinetics, 2005.
8. Kraft, Charles H. and Van Eeden. Constance A Nonparametric Introduction to Statistics. New York: Macmillian, 1968.
9. Owen, D.B. Handbook of Stistical Tables. Reading, Mass; Addison- Wesley, 1962.
10. Siegel, Sidney. Nonparametric statistics for the behavioural Sciences. New York: McGraw-Hill, 1956.
11. VarmaJ.Prakash; Sports Statistics Copyright 2000 by Venus Publication.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
II	23PF1CE003	Motor Learning and Psychology of Coaching
Type	Credits	
Elective	3	
<p>Objectives:</p> <p>The main objective of this course is to encompass the comprehensive understanding of how individuals acquire and define motor skills. Exploring the philosophy of coaching and facilitating psychological growth and development.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Analyse the principals, theories and the concept of motor skills learning. 2. The will acquire knowledge of the quality and attributes of the effective coaches. 3. The course equips with the knowledge, skills and attitudes necessary to excel as coaches and practitioner in sports psychology. 		
<p>UNIT I Motor learning Defined:</p> <p>Motor learning as a set of process, learning produces and acquired capability for movement, motor learning is not directly observable, motor learning is relatively permanent – measuring motor learning - performance curves – conditions of practice: distribution of practice, part vs. whole practice.</p>		
<p>UNIT II The Learning Process:</p> <p>Characteristics of the learning process – the law of practice – stages of motor learning – individual differences and motor learning – two theories of motor learning: closed-loop theory, schema theory – factors affecting motor learning: body build, height and weight, strength, endurance, flexibility, balance.</p>		
<p>UNIT III Characteristics of Coach:</p> <p>Personal factors – Knowledge, Philosophy, Role frame- Coaching Context: contextual factors – cultural factors , Resources, and Extraneous factors – Coaching Efficacy and Coach-Athlete relationship</p>		

UNIT IV Philosophy of Coaching:

Principles of coaching –different style in coaching – Autonomy Supportive Coaching
- Self Determination Theory – The essence of coaching: effective messages sending systems, effective messages receiving systems.

UNIT V Facilitating Psychological Growth and Development: Psychology of the Young Athlete - Strategies for Structuring Sport Situations to meet the needs of Young Athletes – Character and Sportpersonship: Fairplay, Sportpersonship, Character, Enhancement of Character Development through Sports and Physical Education.

REFERENCES:

1. Gangopadhyay, S.R. (2008) – Sports Psychology, Sports Publications, New Delhi.
2. Weinberg, R.S., Gould, D (2003) - Foundations of Sport and Exercise Psychology. 3rd Edition, Human Kinetics, Australia.
3. Richard A.S, Lee, T.A (1982)- Motor Control and Learning – A Behavioral Emphasis, 3rd Edition,

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
II	23PF1CE004	Psychometrics
Type	Credits	
Elective	3	
Objectives:		
The objective of this course is to enlighten students the concepts, historical evolution and ethical consideration of administering psychometric testing.		
Course Learning Outcomes:		
On completion of this course the student should be able:		
<ol style="list-style-type: none"> 1. To appraise testing in psychology. 2. Interpret and assess the role of psychological testing in various settings. 3. Effectively synthesize and apply the variations in scales and tests. 4. Recognize the various types of psychological tests 5. Organize the various steps in construction of a psychological test. 6. Review the ethical issues surrounding psychometric evaluation in day to day life 		
UNIT I TEST CONSTRUCTION		
Defining the test – Classification of tests – Characteristics of standardized test – Brief history of testing – Scaling – Selecting a scaling method. Representative scaling methods. Constructing the items. Testing the items. Revising the test. Publishing the test.		
UNIT II CONSTRUCTION OF INTELLIGENCE TESTS		
Item writing for Intelligence tests: Analogies, odd-man-out, sequences. Tests of ability and attainment: Content of items, multiple choice items. Advantages of multiple choice items. True-false items, matching items, choosing the item type. Other item types, arrangement of items for a test trial, guessing. Constructing Personality Inventories- Problems in constructing personality Inventories. Writing items for personality Inventories: item forms, guidelines for item writing. Eliminating response sets. Item content.		
UNIT III CONSTRUCTION OF OTHER TYPES OF TESTS		
Objective tests: Advantages, principles, stimulus-instruction situation, and response scoring parameters. Distinction between objective tests of ability, temperament and dynamics. Practical hints for objective test construction in personality and motivation. Differential motivation of different subjects. The influence of ability and achievement on objective test		

scores. Group vs Individual tests. Objective test dimensions. Projective tests-construction of projective tests. Item writing for mood and state scales. Attitude measurement: types of attitude scales.

UNIT IV ITEM ANALYSIS

Important variables for item analysis. Two indices in item analysis-correlations of items and the total score, choice of item –analytic statistics. Item scoring and item analysis-Item difficulty, Item discrimination, Item response theory. Selection of items after item analysis. Rewriting items. Failure to form a test.

UNIT V TEST STANDARDIZATION

An overview of the different types of reliability. Factors affecting reliability and validity-Generalizability of test scores. Using reliability information. Factors affecting reliability estimates. Special issues in reliability. Interpretation of reliability coefficient. An overview of the different types of validity. Validity coefficient and error of estimate-conditions affecting validity coefficient. Magnitude of validity coefficient. Standardizing the test-obtaining a representative normative sample. Sampling specific groups. Rules for sampling special groups.

Norms -Meaning and purpose of norms. Raw score transformation. Percentile and percentile ranks, standardized scores. Normalizing standard scores .T scores, stanines, sten scores and C scale. Selecting a norm group--age and grade norms. Local and sub group norms. Criterion referenced tests and norm referenced tests.

References

1. Anastasi, A., & Urbina, S. (2017). Psychological testing. (7th ed). Chennai, India: Pearson India Education Services Pvt. Ltd.
2. Gregory, R.J. (2017). Psychological testing. (7th ed.). Chennai, India: Pearson India Education Services Pvt. Ltd.
3. Husain, A. (2012). Psychological testing. Noida, India: Dorling Kindersley (India) Pvt. Ltd.
4. Kline, P. (2015). A hand book of test construction: Introduction to psychometric design. New York, NY: Methuen

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
II	23PF1GE002	Generic Elective
Type	Credits	
Generic	3	
<p>A student admitted in the Department of Sports Psychology & Sociology has to opt for the Generic Elective (GE) Course offered by other departments. As an example, a student admitted under M.Sc. Sports Psychology & Sociology programme can't opt for the Generic Elective Courses offered by Department of Sports Psychology & Sociology.</p>		

GENERIC ELECTIVE PAPERS OFFERED BY VARIOUS DEPARTMENTS IN THE EVEN SEMESTER (SECOND SEMESTER)

Department	Name of the Generic Elective Paper
Sports Management	Event Management
Yoga	Yogic Practices Applied Yoga
Exercise Physiology & Nutrition	Essentials of Sports Nutrition
Biomechanics	Sports Biomechanics
Sports Technology	Intellectual Property Rights
Physical Education	Special Olympics

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
II	23	Psychological Assessment-II
Type	Credits	
Practicum	2	
<p>Objectives:</p> <p>The main objective of this course is that the Psychological measurement and testing promotes competence in theories and method of psychological assessment, construction and standardization of psychological test.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course the student should be able:</p> <ol style="list-style-type: none"> 1. Analyze and apply the understanding of psychological testing. 2. Interpret and assess the role of psychological testing in various settings. 3. Recognize the various types of psychological tests 4. Organize the various steps in construction of a psychological test. 5. Review the ethical issues surrounding psychometric evaluation, testing and interpretation in day to day life 		
<p>Students are required to conduct and record any 08 experiments.</p> <ol style="list-style-type: none"> 1. Sports Aggression 2. Team Cohesion 3. Mental Toughness 4. Mindfulness 5. Sports Emotion 6. Psychological Performance 7. Performance Failure Appraisal 8. Athletic Coping Skills 9. SVT 10. Bio feedback 		

REFERENCES:

1. Woodworth, R.S. and Scholesberg (1972), Experimental psychology. Holt, Rinehart & Winston.
2. Anastasi & Susana Urbina (2004) 7th Edition, Psychological Testing, Pearson Education Inc, New Delhi.
3. Cronbach, L.J, Essentials of Psychological Testing.
4. Parameswaran & Ravichandran. (2003). Experimental psychology. Neel Kamal Publication

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
II	23PF1AE201	Soft Skill - II (Basics of Computer Applications)
Type	Credits	
AEC	2	
Objectives: This course aims at providing exposure to students in skill development towards basic office applications.		
Course Learning Outcomes: After successful completion of the course, student will be able to: <ol style="list-style-type: none"> 1. Demonstrate basic understanding of computer hardware and software. 2. Apply skills and concepts for basic use of a computer. 3. Identify appropriate tool of MS office to prepare basic documents, charts, spreadsheets and presentations. 4. Create personal, academic and business documents using MS office. 5. Create spreadsheets, charts and presentations. 6. Analyze data using charts and spread sheets. 		
UNIT I Basics of Computers: Definition of a Computer - Characteristics of computers, Applications of Computers – Block Diagram of a Digital Computer – I/O Devices, hardware, software human ware, application software, system software, Memories - Primary, Auxiliary and Cache Memory. MS Windows – Desktop, Recycle bin, My Computer, Documents, Pictures, Music, Videos, Task Bar, Control Panel.		
UNIT II MS-Word : Features of MS-Word - MS-Word Window Components - Creating, Editing, Formatting and Printing of Documents – Headers and Footers – Insert/Draw Tables, Table Auto format – Page Borders and Shading – Inserting Symbols, Shapes, Word Art, Page Numbers, Mail Merge.		

UNIT III MS-Excel :

Overview of Excel features – Creating a new worksheet, Selecting cells, Entering and editing Text, Numbers, Inserting Rows/Columns –Changing column widths and row heights, Formulae, Referencing cells , Changing font sizes and colors, Insertion of Charts, Auto fill, Sort.

MS-PowerPoint: Features of PowerPoint – Creating a Presentation - Inserting and Deleting Slides in a Presentation – Adding Clip Art/Pictures -Inserting Other Objects, Audio, Video - Resizing and scaling of an Object – Slide Transition – Custom Animation.

UNIT IV Use of Internet:

Internet, World Wide Web, popular web browsing software, search engines, web pages, website, URL, e-mail, Applications of Internet.

REFERENCE BOOKS:

1. Working in Microsoft Office – Ron Mansfield - TMH.
2. MS Office 2007 in a Nutshell –Sanjay Saxena – Vikas Publishing House.
3. Excel 2020 in easy steps-Michael Price – TMH publications

SEMESTER - III

PAPER CODE	PAPER TITLE
23PF1CT301	Fundamentals of Counselling Skills
23PF1CT302	Life Span Development
23PF1CT303	Sociological Theories
Electives (Discipline Specific)	
23PF1CE005	Team Cohesion and Group Dynamics
23PF1CE006	Social Problems
Practicum	
23PF1L301	On-field Sports Psychology Assessment – Practicum - III
23PF1AE301	Soft Skill – III (Life Skills Management)
23PF1IT301	Internship

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
III	23PF1CT301	Fundamentals of Counselling Skills
Type	Credits	
Core	4	
<p>Objectives:</p> <p>This course offers good progression to those seeking to attain an initial step towards being an accredited counsellor or sports counsellor status and further enhance their functional role at work and in a personal capacity. It also aims to provide students with a sound level of competence in the use of counselling skills. This course will provide each student to develop and demonstrate theoretical models supported by a substantial body of idea related to approaches to counselling skills.</p>		
<p>Course Learning Outcomes:</p> <p>After successful completion of the course, student will be able to:</p> <ol style="list-style-type: none"> 1. Apply and develop conceptual difference between guidance counselling, sports counselling & psychotherapy. 2. Develop technique and implication of applied counseling skills in areas of practice. 3. Evaluate counseling theories & their application to the outside world. 4. Evaluate various psychotherapies and schools in counselling techniques. 5. Develop skills of eclectic therapeutic plans for athletes. 		
<p>UNIT I</p> <p>Introduction to Counseling - Definition – Development and goals- preparation – counseling process: Steps – different phases. - Current trends in counseling– Characteristics of Counselor – the nature of counselor’s work -counselee relationship - counseling process: Steps – purposes of counseling – characteristics of effective counseling</p>		
<p>UNIT II</p> <p>Approaches to Counseling: Directive, Non-directive, Psychoanalytic, Humanistic, Reciprocal inhibition technique, Eclectic approach - Basic Counseling Theories – Psychoanalytic theory, Adlerian theory, Existential theory, person centered theory, gestalt theory- Sports Counseling in India - legal and ethical issues: – legal concerns of</p>		

counselor.
UNIT III Special areas: Family counseling, students counseling, parental counseling, educational, vocational and career counseling -Counseling Interview: Communication, verbal, nonverbal, interview, techniques of interview, relationship technique, problem identification and exploration, sharing, transference, counter transference. - Counseling the special population - global counseling and trauma counseling
UNIT IV Professional Preparation & Training: Selection, skills, counseling as a profession, desirable characteristics - Other methods of assessment – Observation, rating scales – checklists – interview schedules – Verbatim reports – Autobiography, dairies and daily schedules – group assessment techniques: Case study preparation and report writing - Techniques: Egan’s Model, Interviews, testing-- Mastering the techniques of sports counseling:
UNIT V Some of the basic symptoms to look out for in athletes for sports counseling. Inconsistent athletic performance - Getting in their own way - Low self-confidence - Sense of athletic unfulfillment - Lack of family support - Unrealistic dreams within the athletes - Inability to improve skills or feeling stuck - Not giving them permission to succeed - Social withdrawal - Depressive thoughts - Ineffective goal-setting - Inability to recognize past successes on the part of the athletes or their coaches or managers - Health failing process.

REFERENCE:

1. Lewis E. Patterson and Elizabeth Reynolds Welfel (2000). The Counselling Process, 5th edition, Wasworth Brooks / Cole, Thomson Learning.
2. S. Narayana Rao (1981) Counselling Psychology, Tata McGraw Hill Publisher.
3. Brammer. L.M. and Shostrom E.L. (1977) Therapeutic Psychology, Englewood Cliffs, New Jersey.
4. Feltham. C & Horton. I (2000) Handbook of Counselling and Psychotherapy, London : Sage Publication.
5. Nelson - Jones, R. (1995). The Theory and Practice of Counselling, 2nd Edition, London : Cassell.
6. Covey, G. (2008). Theory and Practice of Counselling and Psychotherapy (8th ed.) Canada: Brookes/Cole.
7. Covey, G. (2008). Student manual for Theory and Practice of Counselling and

Psychotherapy (8th ed.). CA: Brooks/Cole.

8. Burl E. Gilland & Richard K. James (1998). Theories and Strategies in Counselling and Psychotherapy. Singapore: Allyn and Bacon.
9. James O. Prochaska & John C. Norcross. (2007). Systems of Psychotherapy: A trans theoretical analysis (6th ed.). Thomson-Brooks/Cole.
10. Palmer, S. (ed.). (1999). Introduction to counselling and psychotherapy: The essential guide. New Delhi: Sage.
11. Simon, L. (2000). Psychotherapy: Theory, practice, modern and post modern influences. Westport, Connecticut: Praeger.
12. Sharf, R.S.(2000). Theories of psychotherapy and counselling: Concepts and cases (2nd ed.).Singapore: Brooks/Cole.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
III	23PF1CT302	Human Growth and Development
Type	Credits	
Core	4	
<p>Objectives:</p> <p>The major aim of this course to familiarize the students to the social, emotional and physical development of a child through various stages.</p>		
<p>Course Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Appraise the students to the shades of development as a process. 2. Explain and analyze the theoretical viewpoints in relation to Developmental Psychology 3. Develop the skills to analyze etiology, symptoms and prognosis of developmental disorders 4. Developing knowledge and skills in different aspects of Learning and Motivation as implied in Educational Settings. 		
<p>UNIT I Life span development: issues and Theories:</p> <p>Introduction - Life span approach: The context of development – the impact of culture on development – the study of human development: The continuity of development – Determinants of Development – Major contemporary theories: Psychoanalytic, Cognitive and Behavioral</p>		
<p>UNIT II The Beginning Year: Genetics , Pregnancy , Birth and infancy :</p> <p>Genetic Foundations – The process of Conception – Prenatal Development – Stages of Prenatal development - Effects of prenatal environment – Birth : The Birth Process – Child birth methods – Complications – Infancy : Physical, perceptual, Cognitive , social and personality Development</p>		
<p>UNIT III Early childhood, Middle Childhood and Adolescence :</p>		

Physical : Size and Proportion- Motor Development- Physical fitness – puberty- language – Structure of Language- language acquisition - concrete operational thought – Moral reasoning information processing : Attention- Memory – Disabilities in children- personality : The Development of self – Freud and Erikson's stage of personality – social : The child's Social world : Aggression, pro social behaviour - social play- self socialization

UNIT IV Adulthood :

Early, middle and late Adulthood – Physical, Cognitive, Personality, occupational , Family, Social relations and Adjustment – The impact of growing older- Mental health and aging – relations with grandchildren- retirement

UNIT V Old Age :

Death, Dying and Bereavement: Death: The Final Stage of life – The Dying Process: Kubler - Ross's Stage of Dying – Near Death Experiences – Issues in the care of Dying – Hospital Care – Bereavement.

References:

1. Gormly, A.V. and Brodzinsky, D.M. *Lifespan Human Development*. NY: Harcourt Brace College Publishers 1993
2. VendarZanden, J.W. *Human Development* . New Delhi: McGraw Hill. Inc. 1993
3. *Human Development – Elizabeth Hurlock*
4. *Human Development - Papalia*

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
III	23PF1CT303	Sociological Theories
Type	Credits	
Core	4	
<p>Objectives:</p> <p>The main objective of the course provides students with the foundational understanding of the major theoretical frames that has shaped the deceptline of sociology.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course students will be able to:</p> <ol style="list-style-type: none"> 1. Gives deep understanding of the historical, cultural, and structural forces that shapes societies and analyse social issues in depth. 2. Its helps understand the stages of societal development proposed by Auguste Compe. 3. Students learn about Herbert Spencer’s theories of social evaluation and social Darwinism. 4. The students will understand KarMarx theories of the dynamics of capitalism, class struggle and social change. 5. The outcome of studying Emile Durkheim’s contribution to understanding functionalist perspective and influence on sociological theories of social integration, stability, and change. 		
<p>UNIT I SOCIOLOGICAL THEORY:</p> <p>Definition of Theory, Characteristics of Sociological Theory, Types: Functions of Theories.</p>		
<p>UNIT II AUGUSTE COMTE:</p> <p>Beginning of Sociology. Methods of Inquiry. The Law of Human Progress. Hierarchy of</p>		

Sciences. Social Statics and Dynamics.

UNIT III HERBERT SPENCER:

The Evolutionary Doctrine. The Organic Analogy. Social Types: Militant and Industrial Societies.

UNIT IV KARL MARX:

Dialectical materialism. Economic determinism. Class struggle. The Concept of Alienation. Theory of Social Change.

UNIT V EMILE DURKHEIM:

Methodology of Social Sciences. Individual and Society. The Sociology of Religion. Theory of Suicide. Division of Labour. Anomie.

REFERNCES:

1. Barnes, Harry Elmer "AN INTRODUCTION TO THE HISTORY OF SOCIOLOGY", Chicago, University of Chicago Press, 1948.
2. Coser, Lewis A. "MASTERS OF SOCIOLOGICAL THOUGHT" New york, Harcourt Brace Jovanovich, Inc., 1971.
3. Timasheff, Nicholas S. SOCIOLOGICAL THOERY – ITS NATURE & GROWTH", New York, Random House, 1967.
4. Nisbet, Robert A. "THE SOCIOLOGICAL TRADITION", London, Heinemann, 1979.
5. Bogardus, Emory S. "THE DEVELOPMENT OF SOCIAL THOUGHT", Bombay, Vakils, Borrer and Simons Pvt. Ltd., 1960.
6. Aron, Raymond "MAIN CURRENTS IN SOCIOLOGICAL THOUGHT" Vol. 1&2, Hammonds worth, Middlesex, Penguin Books, 1965.
7. Abel, Theodore "THE FOUNDATION OF SOCIOLOGICAL THEORY" Indian ed., Jaipur, Rawat Publications, 1980.
8. Abraham, Francis M. "MODERN SOCIOLOGICAL THEORY: AN INTRODUCTION "Delhi, Oxford University Press, 1982.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
III	23PF1CE005	Team Cohesion and Group Dynamics
Type	Credits	
Elective	3	
<p>Objectives:</p> <p>The main objective of this course is to <i>focus more on the entire group rather than their individual selves and are more motivated to work towards the team goal.</i></p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course students would be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate a basic understanding of different types of groups. 2. Demonstrate ability to identify the major characteristics of each of the stages of a group. 3. Demonstrate knowledge of the major tasks of group leadership at each of the group stages. 4. Demonstrate an understanding of the roles and expectations of group members at the various stages of a group. 		
<p>UNIT I Introduction</p> <p>What is team – team Development, team Goals – what is Cohesiveness – team cohesiveness – measurement of cohesiveness – cohesiveness and performance – group cohesion – characteristics of group cohesion – factors affecting group cohesion.</p>		
<p>UNIT II Groups and Teams</p> <p>What is a group – evaluation structure – communication structure – role structure – group development – intra & inter group processes – group and team dynamics.</p>		
<p>UNIT III Building a Great Team</p> <p>Create a mission – Team Building – Team Communication - Assessing team qualities & responsibilities – create a motivational action plan – evaluate a team work through constructive feedback – trait of an effective team.</p>		
<p>UNIT IV Group interaction and integration</p> <p>Cooperation and competition – leadership – group interaction & communication –</p>		

personal social factors – cohesiveness and group development – achievement factors – attribution for causality – achievement rewards – decision making groups.

UNIT V The Sport Team

Systematic model for group interaction – personal factors – personality, interpersonal compatibility, individual ability, motivation – environmental factors – nature of tasks – behavioral norms of the group – performance norms in the group.

REFERENCES:

1. Daisy S. (2007) – Psychology of Team Sports, Sports Publications, New Delhi.
2. Cox, R (2002) – Sports Psychology – Concepts and Applications, International Edition, McGraw Hill
3. Martens, R. (1987) – Coaches Guide to Sport Psychology, Human Kinetics Publishers, Champaign, Illinois.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
III	23PF1CE006	Social Problems
Type	Credits	
Elective	3	
<p>Objectives:</p> <p>The main objectives of the course to understand the problems of society and learn about corruption poverty and unemployment with causes and treatment.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Know about the problems and crimes of society. 2. To handle problems and treatment of corruption poverty and unemployment problems. 3. Understand Female foeticide and domestic violence's. 		
<p>UNIT I</p> <p>Social Problems – Concept of Social Problems – Characteristics of Social Problems Causes of Social Problem – Theoretical approaches to Social Problems _ Social Problems and Social Disorganization.</p>		
<p>UNIT II</p> <p>Social Deviance – Crime – Meaning – Types – Theories of Crime- Confinement and Correction of Criminals. Juvenile Delinquency – Meaning – Type – Causes – Characteristics – Factors Involved – Methods of treating delinquents.</p>		
<p>UNIT III</p> <p>Poverty and Unemployment – Concept – Types – Causes – Meaning of Unemployment – Types – Causes – Effects of Poverty and Unemployment – Measures to remove Poverty and Unemployment.</p>		
<p>UNIT IV</p> <p>Terrorism – Characteristics – Objective – Origin and Development – Terrorism in India – Terrorism in other countries – Theoretical explanation of Terrorism – Sociology of Terrorism.</p>		
<p>UNIT V Child Abuse and Child Labour – Child Population and working children –</p>		

Concept and types of child abuse – Causes of child abuse – Effects of abuse of Children – The problem of child labour. AIDS – Meaning – Magnitude of AIDS – Causes – Measures to eradicate AIDS

REFERENCES:

1. Robert K. Merton and Robert Nisbet, *Contemporary social problems*, Harcourt Barie Joranoric Inc., New York.
 2. David James F *Social Problems enduring major issues and changes*. New York.
 3. Madhan G.R. *Indian Social problems* Allied Pub. Co., New Delhi.
 4. Ram Ahuja *Social problems in India* LRawat Publication, New Delhi
- Elliot and Merrill L *Disorganizations : Personal and Social*

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
III	23PF1L301	On-field Psychological Assessment - I
Type	Credits	
Practicum	2	
<p>Objectives:</p> <p>The objective of this course is to encourage students to imply psychological techniques on field and for the up liftment of the society in competition to boost motivational climate and confidence.</p>		
<p>Course Learning Outcomes: Course Learning Outcomes:</p> <p>On completion of this course students would be able to:</p> <ol style="list-style-type: none"> 1. The students will be able to learn observation skill and to assess the personality of the clients. 2. The students will be given training to assess the performance enhancement of the athletes in the field setting. 3. The students will be provided training to build motivational climate by goal setting method in the field. 4. The students will be able to assess the coach-athlete relationship with the use of psychological questionnaire. 5. The students will be able to apply psychological techniques (positive self-talk, cue words, imagery) and made familiar with the anticipation test tool to improve performance of the athletes. 		
<p>Psychological assessment is processed on the field for evaluating the mental health and behavioral functioning of athletes through the use of standardized tests, observations, and other methods. The students pursuing M.Sc. Sports Psychology & Sociology will typically conduct these assessments with the particular sport throughout the semester and submit a detailed report to pursue the credits. The Viva-voce will be conducted for the same with the internal examiners.</p>		

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
III	23PF1AE401	Soft Skill-III (Life Skills Management)
Type	Credits	
AEC	2	
<p>Objectives: The objective of this course is to develop the abilities in students and to cultivate positive behaviour in students</p>		
<p>Course Learning Outcomes: On completion of this course students would be able to:</p> <ol style="list-style-type: none"> 1) To analyse self and self awareness 2) Analyse and develop the critical thinking and creative thinking in self. 3) To enhance self confidence and self esteem 4) To develop coping skills and time management 		
<p>UNIT I Introduction Soft Skills - Concepts and Definition- Need and importance of Soft Skills – Developing Soft Skills – Implications on Youth Development .</p>		
<p>UNIT II Behavioral Skills : Attitude, Lateral Thinking , Emotional Intelligence, Leadership, Team Building and Interpersonal Skills.</p>		
<p>UNIT III Social Skills and Negotiation Skills: Self Awareness and Empathy , Influencing, - Effective Communication –Oral Presentation Skills – Interviewing – Delegating.</p>		
<p>UNIT IV Thinking Skills: Critical Thinking and Creative Thinking – Problem Solving and Decision Making skills.</p>		
<p>UNIT V Coping Skills : Coping with stress and Emotions – Conflict Resolution – Negotiating - Time and Stress Management Skills.</p>		

Reference Books

1. G. Ravindran, S P Benjamin, Elango and R. Arokiam (2007) - Success through Soft Skills, ICT.
2. Kamin M (2013) Soft Skills Revolution: A Guide for Connecting with Compassion for Trainers, Teams, and Leaders. ISBN: 978-1-118-10037-0

SEMESTER - IV

PAPER CODE	PAPER TITLE
23PF1CT401	Counseling and Behavior Modification Techniques
23PF1CT402	Scientific Dimensions of Sports Psychology
23PF1CT403	Intervention Strategies and Sports Behavior
Electives (Discipline Specific)	
23PF1CE007	Positive Psychology
23PF1CE008	Sociology of Health
PPS23TH401 A	Thesis
PPS23TH401 B	Viva-Voce
23PF1L401	On-field Sports Psychology Assessment – Practicum - IV
23PF1AE401	Soft Skill – IV (Yoga & Meditation)
23PF1EA401	Extension Activity

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
IV	23PF1CT401	Counseling and Behavior Modification Techniques in Sports
Type	Credits	
Core	4	

Objectives:

The objective of learning about this paper is to enhance individuals, abilities to understand, assess, and address behavioural issues effectively both in athletic setting and interpersonal relationships.

Course Learning Outcomes:

On completion of the course the student will be able to:

1. Identify athletic behaviour, approaches to counselling and behaviour counselling.
2. It helps the students to equip with practical skills, knowledge and strategies to promote personal development.
3. Identify various theoretical framework and techniques used in counselling and psychotherapy.
4. The outcome includes increased self awareness, communication skills, assertiveness, enabling individuals to assert themselves effectively in interpersonal interactions.

UNIT I

Introduction to Behavior Modification- Meaning - Characteristics- Historical Perspectives of Behavior modification - Major theories and experiments – Assumptions – Effects of Behavior Therapy - Some Basic Aspect of Behavior – Behaviorism – Modalities of Behavior – Skilled vs Performance deficits.

UNIT II

Exploring Athletic behavior- Key concepts: Motivation and Goal setting- anxiety in Sport Performance- Concentration in Sports Performance- Self- Confidence- Peak Performance and Expertise.

UNIT III

Different approaches to counseling, person centered, Gestalt, Psychoanalytic, Cognitive,

Trait factor, Behavioral and eclectic approach - Assessment Techniques - Important Factors – Tools of Assessment- Theories : Psychodynamic – Psychoanalytic and Adlerian Therapy Cognitive and Behavioural therapy: Behavioural Therapy – OCD, Cognitive: Beck’s Cognitive Restructuring Therapy

UNIT IV

Behavior Counseling: Salient Features Enhancement of Client’s Involvement – Some Misconceptions about Behavioral Approach. Relaxation Techniques: Jacobson’s Deep Muscle Relaxation Training, Autogenic Training, Yoga and Meditation. Application of Behavior Therapy: Anxiety Disorders, Psychoactive substance use disorders, Sexual Disorders

UNIT V

Assertion Training – Basic Dimensions – Training procedure – Components of Social Skill Training – systematic desensitization - Operant Conditioning Techniques – Basic Paradigm – Schedules of Reinforcement – Aversive Conditioning and application – Token Economy – Shaping – Chaining – Other Operant Procedures, Premack’s Principle and Prompting. – Cognitive Restructuring – Meichenbaum’s Self Instructional training – Thought Stopping and Variations – Problem Solving Techniques.

REFERENCES:

1. Corey, G (2005), Theory and Practice of Counseling and Psychotherapy, 7th Edition, Scarborough, Brooks/Cole.
2. Martin, G & Pear J (2000) Behavior Modification (7edition), New Delhi, Prentice Hall of India Pvt. Ltd.
3. Wolpe, J (1982), Practice of Behavior Therapy (3rd edition), New York, Oxford Pergamon Press Inc.
4. Nelson-Jones, R. (1994). - The theory of practice of counseling psychology – Cassel London.
5. Rimm, D.C. and Masters, J.C. (1974), - Behaviour Therapy: Techniques and Empirical Findings. New York: John Wiley and Sons.
6. Robert C. Carson. James. N. Butcher and Susan Mincka (1996) - Abnormal Psychology and Modern Life, 10th Edition, New York; Harper Collins College Publishers.
7. Swaminathan V.D. and Kaliappan, K.V. (1997), Psychology for effective living – Behaviour modification, Guidance, Counselling and Yoga, Chennai. The madras Psychology society publication.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
IV	23PF1CT402	Scientific Dimensions of Sports Psychology
Type	Credits	
Core	4	
<p>Objectives:</p> <p>The objective of learning this course is to provide students with the comprehensive understanding of key milestones, influential figures, and theoretical frameworks of interdisciplinary nature of sports psychology.</p>		
<p>Course Learning Outcomes: On completion of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Gives insights on the dynamic nature of sports psychology and its contribution. 2. SPAI provides student with insights into the organisational structures, objectives, and initiatives aimed at promoting sports psychology within the Indian context. 3. Student equips with an understanding of the intricate relationship between psychological process and physiological responses during athletic responses. 4. Help students to understand the social and environmental factors, cultural influences which shape athletes experiences and interaction with in sports. 		
<p>UNIT I</p> <p>History, origin and development of sports psychology – meaning, definitions, nature, scope and sports psychology. Need – importance of sports psychology.</p>		
<p>UNIT II</p> <p>Sports Psychology Association of India – interdisciplinary approach – importance of sports psychology for physical educators, coaches and athletes – ethic in sports psychology. Scientific foundations of psychological study of sports – developmental sports psychology – cognitive sports psychology – clinical sports psychology.</p>		
<p>UNIT III</p> <p>Psycho-physiological phenomena – visual, auditory and tactual cues – reaction time and performance time, speed and accuracy, warming up for action, fatigue, learning and performance, psychological and physiological limits.</p>		

UNIT IV

Socio- psychological phenomena, Socio- cultural force and sports competition and cooperation in physical activities – socio-economic status and athletes – women in physical education and sports – competition for the young. Personality traits and athletic participation – leadership – internationalism in sports – sports and social changes.

UNIT V

Differently challenged/abled person – injuries and related psychological adjustments. The perceptually handicapped – adjustment to physical impairment – personal injuries and psychological adjustments – psychosomatic disorders.

REFERENCES:

1. Gangopadhyay, S.R. (2008) – *Sports Psychology*, Sports Publications, New Delhi.
2. Liukkonen, J. (2007) – *Psychology for Physical Educators – Students in Focus*, Human Kinetics, U.K.
3. Shaw, D.F., Gorely, T. Corban, R.M. (2005) - *Sport and Exercise Psychology*, BIOS Scientific Publishers, UK
4. Llewellyn, J.H., Blucker A.J (1989)- *Psychology of Coaching*, 2nd Edition, Surjeet Publications, New Delhi.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
IV	23PF1CT403	Intervention Strategies and Sports Behavior
Type	Credits	
Core	4	
<p>Objectives:</p> <p>The objective of learning this course is to equip students with diverse toolkit of psychological intervention, effective relaxation techniques, educate athletes, coaches about the risk of consequences of overtraining syndrome. It optimises the energy levels and enhances the athletes interpersonal communication skills.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course the course the students will be able to:</p> <ol style="list-style-type: none"> 1. Deliver intervention to the clients. 2. Performing training programs for the enhancing performance and wellbeing. 3. Help athletes suffering from overtraining. 4. Encouraging to building coach athlete relationship. 		
<p>UNIT I Intervention strategies:</p> <p>Introduction, mental skills training in sports, Sports Psychology : A clinician’s perspective, action theory approach to applied sports psychology, eating disorders in sport: from theory to research to intervention, psychosocial antecedents of sport injury and intervention for risk reduction.</p>		
<p>UNIT II Intervention Strategies:</p> <p>Relaxation Procedures - Progressive Relaxation – Autogenic Training, Transcendental Meditation – Biofeedback, Cognitive Strategies: Imagery, Thought Stopping and Centering, Self – Talk, Psyching up strategies.</p>		
<p>UNIT III Overtraining:</p> <p>Performance focus, Psychological Well-being, Educating Coaches and Athletes about Overtraining, Physical Health, Increasing Coach-Athlete Communication, Developing Athlete Resources.</p>		
<p>UNIT IV Energy Management:</p> <p>Understanding Energy Management- Arousal affecting Performance, Effects of Under arousal and Over arousal in Performance, Developing Athlete Energy Management Skills –</p>		

Phases in energy management - Education Phase, Acquisition Phase and Implementation Phase, athletes choking under pressure, preparatory routines in self paced events: Do they benefit the skilled athletes or the beginners helped.

UNIT V Communication Process:

Purposes, Types of Communication. Breakdown in Communication, Improving Communication, Confrontation.

REFERENCES:

1. Weinberg, R.S, Gould D (2003) – *Foundations of Sport & Exercise Psychology*, 3rd Edition, Human Kinetics, South Australia.
2. Gurbakhsh S.Sandhu (2002) - *Psychology in Sports – A Contemporary Approach*, Friends publications, New Delhi .
3. Murphy, S.M. (1995) *Sport Psychology Interventions*, Human Kinetics, Auckland.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
IV	23PF1CE007	Positive Psychology
Type	Credits	
Elective	3	
<p>Objectives:</p> <p>This course aims to understand human flourishing and wellbeing, positive emotions, coping skills and importance of social connections and positive emotions, strengths and virtues.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Explore in the transformative shifts in mind-set and perspective towards life, wellbeing, and personal growth. 2. Analyse and emerge with the deeper understanding of themselves and others, along with the practical tool to enhance their overall quality of life. 3. Regulate their emotions, manage stress, and navigate social interaction with empathy and companion. 		
<p>UNIT I</p> <p>Define Positive Psychology? Traditional psychology; positive psychology; goals, assumptions and definitions of positive psychology.</p>		
<p>UNIT II</p> <p>Positive Emotional States and Processes: Happiness and Well being, Positive Affect and Positive Emotions, Emotional Intelligence, Resilience</p>		

UNIT III

Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.

UNIT IV

Personal Goals as Windows to Well-Being: The search for universal human motives; the personalization of goals in self-concept; goals contribute most to well-being. Materialism and its discontents. Self-regulation and self-control: The value of self-control; Personal goals and self-regulation; goals that create self-regulation problems; everyday explanations for self-control failure; goal disengagement.

UNIT V

Life Above Zero: Positive psychology revisited; interconnections of the “Good” and the “Bad”; contours of a positive life; meaning and means; mindfulness and well-being.

References

- Steve, B.R. & Marie, C.K. (2009). Positive Psychology. Dorling Kindersley: India.
- Boniwell, I. (2006). Positive Psychology in a Nutshell. PWBC (Personal Well-Being Centre).
- Snyder, R, S. (2007). Positive Psychology: The Scientific & Practical exploration of human strengths. New Delhi: Sage Publications.
- Baumgardner, S.R. Crothers M.K. (2010). Positive psychology. Upper Saddle River, N.J.: Prentice Hall.
- Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
II	23	Sociology of Health
Type	Credits	
Elective	3	
<p>Objectives:</p> <p>The aim of the course is to learn about the concepts of health and illness and explore the dynamic interplay between biological, psychological, sociology, and cultural factors.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Identify strategies for promoting health equity and addressing social determinants. 2. Help in developing strategies for design culturally competent and effective health intervention. 3. To identify opportunities for improving health care delivery and outcomes for individuals and communities. 		
<p>UNIT I</p> <p>Concept of Health and Illness: Definition of health, Aspects of health – Physical, Social, emotional and spiritual. Definition of disease, natural history of disease, disease classification. Social and preventive medicine, Community health.</p>		
<p>UNIT II</p> <p>Social epidemiology: The development of epidemiology, principles and methods of epidemiology, epidemiological measures. Epidemiology of disease – Man and his environment. Social etiology – Social epidemiology and ecology of disease – Microbial theory – Process of transmission.</p>		
<p>UNIT III</p> <p>Social and cultural context of health behavior: Home remedies – local community healers – traditional health care institutions. Family and health care decisions – women and elderly as health care givers – the traditional support networks and involvement of supportive ties.</p>		

UNIT IV

Health Care delivery system: Traditional – Native medicine – Alternate medicine and integrated approach. Health care and agencies: Primary health care centers and sub centers providing primary health care in rural communities. Counseling and counseling techniques.

UNIT V

Policies and Programmes: National health policy, provision of health care in rural and urban communities, Public health programmes; special teams and integrated health and family welfare approach: multipurpose health workers. Medical benefits – ESI, Maternity benefits, death benefit, medical insurance. Integrated programmes for rehabilitation, effective treatment and disability limitation, Immunization.

REFERNCES:

1. Albrecht, Gary L. and Fitzpatric, R. 1994. *Quality of life in Health care: Advances in Medical Sociology*. Mumbai: Jai Press.
2. Andie L. Knuston. 1965. *The Individual, Society and Health Behaviour*. New York: Sage.
3. Coe. Rodney. M. 1970 *Sociology of medicine*. New York: Mc Graw Hill
4. Cockerham, William C. 1997. *Medical sociology*. New Jersey: Prentice Hall.
5. Dak T.M. (Ed.) 1991. *Sociology of Healthin India*. Delhi. Rawat.
6. Fox, Renee C. 1988. *Essays in Medical Sociology: Journeys into the field*. New York: Transaction Publishers.
7. Gunatilake, G. 1984. *Intersectoral linkages and health development: Case Studies in India(Kerala State), Jamaica, Norway, Srilanka and Thailand (WHO offset series)* Geneva: WHO
8. Nayar, K.R. 1998. *Ecology and Health: A System Approach*. New Delhi: APH Publishing Corporation.
9. Nettleton Sarah. 1995. *The Sociology of Health and Illness*. UK: Polity press.
10. Park, K. *Preventive and Social Medicine*.
11. Venkataraman, R. 1979. *Medical Sociology in an Indian Setting, Madras: Macmillan*.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
IV	PPS23TH401	Thesis
Type	Credits	
Practicum	4	
<p>Objectives:</p> <p>The focus of this course is to develop critical analyses behaviour in caring out research and to get familiar with the topic of interest. Familiarity in caring out data collection, statistical interpretation, and using of statistical tools.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course students would be able to:</p> <ol style="list-style-type: none"> 1. Conduct research in this field. 2. Knowledge about the methodology, psychological inventories, journal and research ethics. 3. Prepare presentations, statistical tables and publication guidelines. 		
<p>Students are required to submit a thesis at the end of the year. The thesis shall embody the record of original investigation under the guidance of a supervisor.</p>		

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
IV	23PF1L401	On-field Psychological Assessment-II
Type	Credits	
Practicum	2	
<p>Objectives:</p> <p>The objective of this course is to encourage students to imply psychological techniques on field and for the up liftmen of the society in competition to boost motivational climate and confidence.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course students would be able to:</p> <ol style="list-style-type: none"> 1. The students will be able to assess the performance dysfunction of the athletes in the field setting. 2. The students will be able to imply the psychological techniques (simulation, progressive relaxation technique) on field and in competitions to boost motivational climate and confidence of the players. 3. The students will be taught the psychological counselling skill. 4. The students will be able to decide the follow up plan of counselling sessions. 5. The students will apply mindful meditation to improve the self-awareness of the players. 		
<p>As a continuation of the previous semester on-field psychological assessment report the students shall recommend a specific training programme for the diagnosed athletes for a minimum period of 8 weeks to enhance their performance and repeat the test after the treatment period. Then submit a final report to pursue the credits. The Viva-voce will be conducted for the same with the internal examiners.</p>		

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
IV	23PF1AE401	Soft Skill-IV (Yoga & Meditation)
Type	Credits	
AEC	2	
<p>Objectives:</p> <p>The objective of this course is to explore the psychological, physiological, and emotional benefits of the ancient practices.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course student would be able to:</p> <ol style="list-style-type: none"> 1. Students will be equipped with knowledge, skills and experiences associated with yoga and meditation. 2. This will enhance their mind-body connections and to develop regular practice to support their own wellbeing and presence in therapeutic work 3. It will promote holistic well-being, enrich the professional practice. 		
<p>UNIT I Introduction to Yoga and Yogic Practices</p> <ol style="list-style-type: none"> 1. Yoga: Etymology, definitions, aim, objectives and misconceptions 2. Yoga: Its Origin, history and development 3. Rules and regulations to be followed by yoga practitioners 4. Introduction to Yoga practices 5. Shatkarma: meaning, purpose and their significance in Yoga Sadhana 6. Introduction to yogic loosening practices and suryanamaskar <p>Key words: History and development of Yoga, Shatkarma, Common Yogic Practices.</p>		
<p>UNIT II Breathing Practices and Pranayama</p> <ol style="list-style-type: none"> 1. Sectional Breathing (Abdominal, Thoracic and Clavicular) 2. Yogic Deep Breathing 3. Concept of Puraka, Rechaka and Kumbhaka 		

4. Concept of Bandha and Mudra
5. Anulmoa Viloma / Nadi Shodhana
6. Shitali
7. Bhramari

Keywords: Sectional breathing, Deep Breathing, Bandha & Mudra, shitali, Bhramari.

UNIT III Practices leading to Meditation

1. Recitation of Pranava Mantra
2. Recitation of Hymns, in vocations and prayers
3. Antra Maun
4. Breath Meditation
5. Om Dhyana

Key Words: Pranav Mantra, Antermaun, Breath Meditation, Om Dhyana.

Suggested Readings:

1. Singh S.P & Yogi Mukesh: Foundation of Yoga, Standard Publication, New Delhi, 2010.
2. Swami Dharendra Brahmchari: Yogasana Vijnana, Dharendra Yoga Publication, New Delhi, 1966.
3. Saraswathi, Swami Satyanand: Asana, Pranayama, Mudra, Bandha (APMB), Yoga Publications Trust, Munger, 2013.
4. H.R.Nagendra: Asana, Pranayama, Mudra, Bandha, swami Vivekananda Yogprakashan Bangalore, 2002.
5. Ishwar Bhardwaj: Saral Yogasana, satyam Publishing House, New Delhi, 2018.
6. Shri Rai Singh Chouhan: Mudra Rahasya, Bhartiya Yog Sansthan, New Delhi, 2014.
7. Dr.Vishwanth Prasad Sanha: Dhyana Yoga, Bhartiya Yog Sansthan, New Delhi, 1987.
8. Shri Deshraj: Dhyana Sadhana, Bhartiya Yoga Sansthan, New Delhi, 2015.

Course: M.Sc. Sports Psychology & Sociology		
Semester	Course Code	Course Title
IV	23PF1EA401	Extension Activity
Type	Credits	
.SEC	1	
<p>Objectives:</p> <p>The aim of the extension program is to create awareness to the students regarding the issues faced by student's community, old age homes, rural villages, youth detention center, and hospitals.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course students would be able to:</p> <ol style="list-style-type: none"> 1. Develops observational and communicational skills. 2. Gains knowledge to form case study and to execute the intervention strategies'. 3. Gains expertise create an interpersonal relationship with various communities 		
<p>The students pursuing M.Sc. Psychology shall compulsorily take part in the outreach programme / volunteering opportunities / community service program at schools, colleges, old age homes, villages, juvenile homes and hospitals for 5-7 days. A detailed report with the letter of appreciation from the respective organization would be considered for pursuing the credits.</p>		