

Department of Sports Psychology & Sociology, TNPESU

**TAMILNADU PHYSICAL EDUCATION AND SPORTS
UNIVERSITY
CHENNAI- 600 127**

**SYLLABUS
M.Sc., SPORT PSYCHOLOGY
(REGULAR-2023-2024)**

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

DESCRIPTION OF THE PROGRAM

M.Sc. Sport Psychology is a two years programme offered by the Department of Sports Psychology & Sociology. This programme provides research-approach to study that helps to understand how psychology affects performance. Students study the effects various kinds of exercise have on mental health, as well as emotions and cognitive reasoning. This course offers a diversified career path and specialization opportunities. The department will integrate both theoretical and practical knowledge of the field to train the students to become a professional in the field of sports psychology.

REGULATIONS

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

1. ELIGIBILITY FOR ADMISSION

1.1 A Candidate shall be admitted to the degree of M.Sc., Sports Psychology only if he/she produces satisfactory evidence to the effect that he/she has completed Bachelor's Degree in Sport Psychology / Psychology / 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.

1.3 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 Tamilnadu.

2. COURSE OF STUDY

2.1 The normal duration of the M.Sc., Sport Psychology 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 - Practicum (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 (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) weight in theory and 75% (75 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
Assignments	2

Seminars / Conference Paper Presentations	3
Internal Assessment Test – I	5
Internal Assessment Test – II	5
Model Examination	10
Total	25

5.6 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 Test	5
Lab Performance	10
Total	25

5.7 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 that provides students with the opportunity to gain applied practical experience in the field of Sport Psychology. It allows a student to employ what is learned in class in a supervised environment, which is critical in order to further develop professional skills and assure quality practice. The students will undergo Internship training /Clinical practice /Field training in TNPESU campus/ Sports Development Authority of TamilNadu (SDAT) coaching Centres /Sports Authority of India (Various coaching Centres of SAI) /Government Medical College/ other sporting centers / 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 semesters 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 skill sets desired by employers who hire or select people who demonstrate the knowledge of Psychology in sports.

PROGRAM OUTCOME (POs)

The student will be able to:

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

PO2 : Understand the application of psychological theories in sports.

PO3 : Identify methods 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 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 by community engagement and justify to be a responsible global citizen

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

SEMESTER I

Course code	Course Title	Hours/ Week			Marks		
		L	P	C	CIA	ESE	Total
23PF2CT101	Cognitive Psychology	4	-	4	25	75	100
23PF2CT102	Principles of Sport Psychology	4	-	4	25	75	100
23PF2CT103	Research Methodology	4	-	4	25	75	100
DISCIPLINE SPECIFIC ELECTIVE (Choose any one)							
23PF2CE001	Coping with Stress	3	-	3	25	75	100
23PF2CE002	Emotional Intelligence	3	-	3	25	75	100
GENERIC ELECTIVE							
23PF2GE001	Interdepartmental Elective – I (Generic)	3	-	3	25	75	100
PRACTICUM							
23PF2L101	Psychological Assessment Practicum - I	-	4	2	25	75	100
23PF2AE101	Soft Skill – I (Communication Skill)	4	-	2	-	-	-
		22	4	22	150	450	600

Note:

- Students shall take Department Electives (DEs) from the choices available.
- 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
23PF2CT201	Psychological Aspects of Sports Performance	4	-	4	25	75	100
23PF2CT202	Neuropsychology	4	-	4	25	75	100
23PF2CT203	Statistics in Social Science	4	-	4	25	75	100
DISCIPLINE SPECIFIC ELECTIVE (Choose any one)							
23PF2CE003	Motor Learning and Psychology of Coaching	3	-	3	25	75	100
23PF2CE004	Psychometrics	3	-	3	25	75	100
GENERIC ELECTIVE							
23PF2GE002	Interdepartmental Elective – II (Generic)	3	-	3	25	75	100
PRACTICUM							
23PF2L201	Psychological Assessment Practicum - II	-	4	2	25	75	100
23PF2AE201	Soft Skill – II (Basics of Computer Applications)	4	-	2	-	-	-
		22	4	22	150	450	600

Note:

- Students shall take Department Electives (DEs) from the choices available.
- 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
23PF2CT301	Fundamentals of Counselling Skills	4	-	4	25	75	100
23PF2CT302	Psychology of Athletic Injury and Rehabilitation	4	-	4	25	75	100
23PF2CT303	Psychological Preparation and Mental Skills Training	4	-	4	25	75	100
DISCIPLINE SPECIFIC ELECTIVE (Choose any one)							
23PF2CE005	Team Cohesion and Group Dynamics in Sports	3	-	3	25	75	100
23PF2CE006	Psychotherapy	3	-	3	25	75	100
PRACTICUM							
23PF2L301	On-field Sport Psychology Assessment- Practicum - III	-	4	2	25	75	100
23PF2AE301	Softskill – III (Life Skills Management)	2	-	2	-	-	-
23PF2IT301	Internship*	-	-	3	25	75	100
		17	4	22	150	450	600

Note:

3. Students shall take Department Electives (DEs) from the choices available.
4. *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			Marks		
		L	P	C	CIA	ESE	Total
23PF2CT401	Counseling and Behavior Modification Techniques	4	-	4	25	75	100
23PF2CT402	Sports for the Challenged	4	-	4	25	75	100
23PF2CT403	Athletic Psychopathology	4	-	4	25	75	100
DISCIPLINE SPECIFIC ELECTIVE (Choose any one)							
23PF2CE007	Positive Psychology	3	-	3	25	75	100
23PF2CE008	Introduction to Sports Sociology	3	-	3	25	75	100
PRACTICUM							
23PF2L401	On-field Sport Psychology Assessment- Practicum - IV	-	4	2	25	75	100
THESIS							
23PF2TH401A	Thesis	-	4	4	25	75	100
23PF2TH401B	Viva-Voce	-	-	1	25	25	50
23PF2AE401	Softskill – IV (Yoga & Meditation)	2	-	2	-	-	-
23PF2EA401	Extension Activity	-	2	1	50	-	50
		17	10	25	225	475	700

SEMESTER - I

PAPER CODE	PAPER TITLE
23PF2CT101	Cognitive Psychology
23PF2CT102	Principles of Sports Psychology
23PF2CT103	Research Methodology
Electives (Discipline Specific)	
23PF2CE001	Coping with Stress
23PF2CE002	Emotional Intelligence
23PF2GE001	Generic elective -I
23PF2L101	Psychological Assessment Practicum - I
23PF2AE101	Soft Skill – I (Communication Skill)

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
I	23PF2CT101	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. 		
<p>UNIT 1 – INTRODUCTION</p> <p>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.</p>		
<p>UNIT 2 – ATTENTION, PERCEPTION AND CONSCIOUSNESS</p> <p>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.</p>		

UNIT 3 – 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 4 – 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 5 – 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

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

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
I	23PF2CT102	Principles of Sports Psychology
Type	Credits	
Core	4	
<p>Objectives:</p> <p>This course helps to equip knowledge on development of sports psychology in India and world-wide this highlights mental skills, personality in sports towards psychological preparation and competition in sports.</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. Students will be better equipped to support athletes in achieving their full potential in sports. 2. They will have a solid understanding of the fundamental concepts, theories, and applications of sports psychology. 3. They will have a deeper understanding of how personality traits influence athletic behaviour and performance. 4. They will acquire a tool kit of mental skills and technics for optimal performance preparation. 		
<p>UNIT I - Introduction to Sport Psychology</p> <p>Meaning and scope, Importance, relationship with other sport sciences, development of sport psychology in India and worldwide.- sports psychology for physical educators, coaches and athletes – ethics in sports psychology.</p>		
<p>UNIT-II - Attention</p> <p>Attention in sport - information processing - memory systems - measuring information - selective attention - Limited information processing capacity - attention narrowing - measuring attentional focus - attention focused training - types of attentional focus - thought</p>		

stopping and centering - associative vs dissociative attentional strategies. Flow in sports– Experience of Flow- Dimension of flow — Measuring Flow.

UNIT III - Emotions and Motivation

Nature of emotion - types of emotions - factors effecting emotions – control of emotions in sports –Building of Social and emotional skills in sports- Emotional Intelligence and Emotions Associated with Optimal and Dysfunctional Athletic Performance.

Motivation definition, (drive, need and motives, instinct, attitude, achievement motivation,) Kinds of Motivation - Effects of external rewards on intrinsic motivation Techniques of motivating the Athletes. Self-confidence in sport - models of self confidence – developing self confidence - gender and self-confidence.

UNIT IV

Personality in Sport: Concept and definition, Modern perspective, (trait, humanistic, social cognitive and biological), Dynamics of personality in sport –Personality sport type - Player position and personality profile - personality profiles of athletes differing in skill level - Sports and Personality.

UNIT-V

Psychological Preparation and Competition: Phenomenon of competitive sport, long term Psychological preparation for competition (arousal regulation, imagery, self-confidence, goal setting, concentration.), short term psychological preparation (upcoming competition).

REFERENCES:

Robert C. Eklund, Gershon Tenenbaum (2014) Encyclopaedia of Sports & Exercise Psychology, Sage Publications, Los Angles.

Weinberg RS and Gould D (2003). Foundations of Sport and Exercise Psychology. Human Kinetics. US

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
I	23PF2CT103	Research Methodology
Type	Credits	
Core	4	
<p>Objectives:</p> <p>The objective is to familiarize students with the fundamental principles of research, including ethics, designs and data analysis and also cultivate critical thinking skills including quantitative, qualitative and mixed method approach. It aims to enhance students the ability to communicate research findings effectively.</p>		
<p>Course Learning Outcomes:</p> <p>At the end of the course the students would be able to :</p> <ol style="list-style-type: none"> 1. To gain expertise in statistical and qualitative data analysis techniques effectively manage, analyse, and interpret data to draw valid conclusions and contribute to the advancement of psychological knowledge. 2. It helps students a deep understanding of ethical principles and guidelines in all stages of the research process. 3. To explore the field of research 		
<p>UNIT I</p> <p>Definition of research – meaning need, importance and scope of research in sports psychology - Classification of research : Basic research, Action research, Applied research. Ethics in research. Recent Research trends in Sports Psychology.</p>		
<p>UNIT II</p> <p>Descriptive research methods – need and importance of survey Study, case study, interview technique, Historical and philosophical research, observation, construction and standardization of Questionnaire.</p>		
<p>UNIT III</p>		

Research Design: Definition, Types of Research Design: Experimental design – Single group design – Reverse group design – Repeated measures design – Static group design – Factorial design – fixing the level of Significance and degrees of freedom for a research problem

UNIT IV

Sampling: definition, sampling planning – components – sample methods – probability and non – probability methods – sampling distribution – determining sample size – sampling error.

UNIT V

Contents in the research report: Introduction – Hypothesis – Delimitation – Limitation - Review of related literature – Summary – Conclusion – Recommendations. Research format: Style of writing research report. Mechanism of writing Research Proposal - Abstract – Synopsis – References – Appendixes – Contents – Tables – figures – preliminary – end pages.

REFERENCES:

1. Clarke David. H and Clarke H. Harrison (1984) **Research process in Physical Education**, New Jersey: Prentice Hall Inc.
2. Best, John W. and Kalm James, V. (1980) **Research in Education**, New Delhi: Prentice Hall of India.
3. Kothari C.R. (1985) **Research Methodology** 2nd revised ed., New Age International, Publisher; New Delhi.

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
I	23PF2CE001	Coping with Stress
Type	Credits	
Elective	3	
<p>Objectives:</p> <p>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.</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"> 4. Develop a balanced lifestyle in order to control stress in the long term. 5. Utilise effective relaxation and stress reduction techniques. 6. Develop a Personal Action Plan for Stress Management. 		
<p>UNIT I</p> <p>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.</p>		
<p>UNIT II</p> <p>Coping --- (a) Concept of coping: Definition and Classification. (b) Measurement of coping behaviour.</p>		
<p>UNIT III</p> <p>Life Style and Related aspects---- (a) Stress and Personality. (b) Life Style and Health: Cardiovascular disease, Atherosclerosis, cancer. (c) Stress and substance abuse: alcohol and other drugs</p>		

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:

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

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
I	23PF2CE002	Emotional Intelligence
Type	Credits	
Elective	3	
<p>Objectives:</p> <p>The objective of the course is to improve self-awareness, enhancing emotional regulation, developing interpersonal skills that contributes to the personal growth.</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. Students will be better equipped to navigate complex social and emotional situation with confidence. 2. It will enhance cognitive reappraisal, and problem solving 3. They will be able to recognise and label emotions accurately, understand the causes and consequence of emotions, identify patterns in emotional responses across different situations. 4. They will develop increased levels of emotional awareness and sensitivity to their own and others emotions. 		
<p>UNIT I - UNDERSTANDING THE SELF</p> <p>a) The self-concept and self-esteem b) Facilitating self-awareness through reflective exercises, JOHARI window, personal SWOT analysis, self-awareness questionnaires/inventories</p>		
<p>UNIT II - EMOTIONAL INTELLIGENCE</p> <p>Models of Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence</p>		

UNIT III - KNOWING ONE'S AND OTHERS' EMOTIONS

Levels of emotional awareness; Recognizing emotions in oneself; the universality of emotional expression; Perceiving emotions accurately in others

UNIT IV - MANAGING EMOTIONS

The relationship between emotions, thought and behaviour; Techniques to manage emotions

UNIT V – APPLICATIONS

Workplace; Relationships; Conflict Management; Effective Leadership

Readings:

Bar-On, R., & Parker, J.D.A.(Eds.) (2000). The handbook of emotional intelligence. San Francisco, California: Jossey Bros.

Goleman, D. (1995). Emotional Intelligence. New York: Bantam Book.

Goleman, D. (1998). Working with Emotional Intelligence. New York: Bantam Books.

Singh, D. (2003). Emotional intelligence at work (2 nded.) New Delhi: Response Books.

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
I	23PF2GE001	Generic Elective
Type	Credits	
Generic	3	

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 programme can't opt for the Generic Elective Courses offered by Department of Sports Psychology & Sociology.

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	Stress Management 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		
Semester	Course Code	Course Title
I	23PF2L101	Psychological Assessment
Type	Credits	
Practicum	2	
<p>Objectives:</p> <p>This course is based on the practical application of the principles of classical as well as modern and updated psychological assessments.</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. Ability to administer, analyse and interpret results from various psychological tools. 2. Expanded knowledge of various assessment procedures like rating scales and calculation of errors associated with it. 3. A wide array of analytical techniques is learnt and their application understood 		
<p>Students are required to conduct and record any 08 experiments.</p> <ol style="list-style-type: none"> 11. Competitive State Anxiety 12. Sports Specific Personality 13. Locus of Control –Internal/External 14. Life Skills 15. Mental Imagery 16. Sports Motivation 		

17. Athlete Self Efficacy
18. Concentration
19. Sports Achievement Motivation
20. Flow State

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.. Parameswaran & Ravichandran. (2003). Experimental psychology. Neel Kamal Publications.

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
I	23PF2AE101	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>Course Learning Outcomes:</p> <p>On completion of the course the student will be able to:</p> <ol style="list-style-type: none"> 6. Understand and appreciate English spoken by people from different regions 7. Use language for speaking with confidence in an intelligible and acceptable manner 8. Understand the importance of reading for life 9. Develop an interest for reading 10. Understand the importance of writing in academic life 		
<p>Unit – I - Communication Skills</p> <p>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 - Components of Communication</p> <p>Context - Encoder- Encoding - Message - Medium - Receiver – Feedback- Level of Communication – Intrapersonal – Intrapersonal- Group and Public communication,</p>		

Characteristics of Communication, Memorandum: Purpose- Format- Business Memo and Agenda, Basic Skills for Communications- Listening- Speaking- Reading and Writing.

Unit – III - Interview Skills

Preparing for Interview- -Personal interview - Technical interview - 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

3. Second Edition of “Communication Skills” Published by Career Skill Library.
4. 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
23PF2CT201	Psychological aspects of Sports Performance
23PF2CT202	Neuropsychology
23PF2CT203	Behavioural statistics
Electives (Discipline Specific)	
23PF2CE003	Motor Learning and Psychology of Coaching
23PF2CE004	Psychometrics
23PF2GE002	Generic Elective -II
23PF2L201	Psychological Assessment - Practicum - II
23PF2AE201	Soft Skill – II (Basics of Computer Applications)

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
II	23PF2CT201	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"> 4. Students will develop proficiency in designing and implementing evidence based performance enhancement strategies. 5. Students will be capable of conducting psychological assessment to evaluate athlete's mental skills. 6. 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</p> <p>Anxiety and arousal in sport - neurophysiology of arousal - autonomic nervous system - Brain mechanisms - preferred state of arousal - defining anxiety and stress - measurement of anxiety - multidimensional nature of anxiety - Time-to-event nature of precompetitive anxiety - differential effect of somatic and cognitive anxiety on performance - intensity and direction issues - the sports grid - relationship between arousal and athletic performance - inverted U theory - drive theory - alternatives to inverted U theory</p>		
<p>UNIT III - Motivation</p> <p>Motivation of children and Youth in sports - Extrinsic and Intrinsic Motivation in Sports –</p>		

Perceived competence - Achievement Motivation and Competitiveness, Theories of Achievement Motivation

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

Social psychology of sport - aggression in sport - theories of aggression - measurement of aggression - the catharsis effect - fan violence - effects of aggression on performance - situational factors in a sport setting - reducing aggression in sport - audience effects in sport - social facilitation - effect of interactive audience on performance - audience characteristics

REFERENCES:

1. Gangopadhyay, S.R. (2008) – Sports Psychology, Sports Publications, New Delhi.
2. Burton, D, Thomas D. (2008) – Sportes 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		
Semester	Course Code	Course Title
II	23PF2CT202	Neuropsychology
Type	Credits	
Core	4	
<p>Objectives:</p> <p>To introduce the basic principles of Neuropsychology for a specialized area of psychology.</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. Describe the nature and basic principles of neuropsychology. 2. Identify the brain's levels and structures and summarize the functions of its parts. 3. Plan and Execute assessments and rehabilitation for individuals with neurocognitive dysfunctions. 4. Understand the complexities associated with the nervous system and its command centre – the brain. 		
<p>UNIT I - NEUROPSYCHOLOGY;ITS AIMS, HISTORY AND METHODS</p> <p>Neuropsychology: History and Definitions, Human Neuropsychology : Development of the discipline, The tools of Human Neuropsychology : Measuring brain function and structure - In depth exploration of brain injury and disrupted function, Connectionism, EEG, ERPs, MEG, CT, PET, SPECT, MRI, fMRI, Biochemical techniques, Brian Electrical Stimulation, Modern brain stimulation: Trans-cranial magnetic stimulation and lateralization techniques</p>		
<p>UNIT II – THE FRONTAL LOBES: COGNITION, SOCIAL BEHAVIOUR AND PERSONALITY</p> <p>Frontal lobes: a brief review, frontal lobes: an anatomical sketch, early studies of frontal lobe function, tests used to measure frontal lobe (dys) function, the symptoms; an introduction,</p>		

motor (pre- central) symptoms, sensory/perceptual symptoms, cognitive (pre frontal) symptoms, frontal lobes – mediating intelligence, decision making.

Theory of mind and the frontal lobe – understanding behaviour of others. Recent evidence for frontal cortex involvement.

Social Behaviour and personality – theories of frontal lobe functions; Luria's theory: the classical view, Norman and Shallice's supervisory attentional system, Rolls's theory of orbito-frontal function: stimulus – reward.

UNIT III -DISORDERS OF PERCEPTION AND MOVEMENT DISORDERS

Disorders of perception : Blindsight, Agnosias -Visual, Prosopagnosia, Landmark agnosia, Auditory, Somatosensory, unilateral spatial neglect. Movement Disorders : Disorders of the human motor system, Parkinsonism and Parkinson's Disease- clinical features, Neuropathology and treatment ,Ataxia, Apraxia -Types , tests ,Cerebral Basis , Hemiplegia.

UNIT IV – LANGUAGE DISORDERS DEMENTIA AND DISORDERS OF THOUGHT AND MOOD

Neuropsychology of Language, Speech Production and comprehension, Aphasia -sensory, production, conduction, deep dysphasia, Transcortical sensory and motor, global aphasia and recovery from aphasia. Learning disorders - dyslexia, Dysgraphia.

Dementia and Alzheimer's disease -etiology, Alcoholic Dementia, Korsokoffs Psychosis . The neuropsychology of ageing.

Disorders of Thought and Mood -Schizophrenia-subtypes, Neuropathology, Epilepsy , Depression and anxiety .

UNIT V - NEUROPSYCHOLOGICAL ASSESSMENT

NeuroPsychological Assessment, its principles. The neuropsychological batteries- Wechsler Adult Intelligence scales, Halstead Reitan Battery, Luria -Nebraaska NeuroPsychological Battery, Individual tests, Memory - the WMS, Practical Issues of NeuroPsychological Assessment , Choice of test, NeuroPsychological Assessment of Children, Faults in conducting and reporting the results of neuropsychological assessment, computer based assessment.

REFERENCES:

1. Zillmer, E.A., & Spiers, M.V. (2001). *Principles of neuropsychology*. Belmont, CA:Wadsworth/Thomson Learning.

2. Beaumont, J.G. (1983). *Introduction to neuropsychology*. Oxford, England: BlackwellScientific Publications
3. Martin, G.N. (2006). *Human neuropsychology*. London, England: Prentice Hall

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
II	23PF2CT203	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"> The basic concepts of statistics, need of statistics and central tendency & dispersion, Sampling, hypothesis testing, data analysis using descriptive statistics. How to analysis the problem using SPSS software. 		
<p>Learning Outcomes:</p> <p>On completion of the course the student would be able to:</p> <ol style="list-style-type: none"> Analyse the basic concepts of statistics in psychology. Description and communication of data through advanced methods. Explore parametric and non- parametric statistical tools for analysis and interpretation. Illustrate hypothesis testing by use of inferential tools. Apply qualitative data analysis for in depth explorations 		
<p>UNIT I - Statistics</p> <p>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 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>		

UNIT – III Correlation- Pearson Product Moment Correlation, Spearman Rank Order Correlation, Phi Correlation, Biserial Correlation Partial and Multiple Correlation. 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

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

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
II	23PF2CE003	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"> 4. Analyse the principals, theories and the concept of motor skills learning. 5. The will acquire knowledge of the quality and attributes of the effective coaches. 6. 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. **Paul A. Davis (2016)** The Psychology of Effective Coaching and Management, Nova Publishing, New York.
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		
Semester	Course Code	Course Title
II	23PF2CE004	Psychometrics
Type	Credits	
Elective	3	
<p>Objectives:</p> <p>The objective of this course is to enlighten students the concepts, historical evolution and ethical consideration of administering psychometric testing.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course the student should be able:</p> <ol style="list-style-type: none"> 7. To appraise testing in psychology. 8. Interpret and assess the role of psychological testing in various settings. 9. Effectively synthesize and apply the variations in scales and tests. 10. Recognize the various types of psychological tests 11. Organize the various steps in construction of a psychological test. 12. Review the ethical issues surrounding psychometric evaluation in day to day life 		
<p>UNIT I TEST CONSTRUCTION</p> <p>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.</p>		
<p>UNIT II CONSTRUCTION OF INTELLIGENCE TESTS</p> <p>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.</p>		
<p>UNIT III CONSTRUCTION OF OTHER TYPES OF TESTS</p> <p>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</p>		

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

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

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
II	23PF2GE002	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 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	1.Yogic Practices 2. 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		
Semester	Course Code	Course Title
II	23PF2L201	Psychological Assessment
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"> 6. Analyze and apply the understanding of psychological testing. 7. Interpret and assess the role of psychological testing in various settings. 8. Recognize the various types of psychological tests 9. Organize the various steps in construction of a psychological test. 10. 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"> 11. Sports Aggression 12. Team Cohesion 13. Mental Toughness 14. Mindfulness 15. Sports Emotion 16. Psychological Performance 17. Performance Failure Appraisal 18. Athletic Coping Skills 19. Eye Hand Coordination 20. Bio feedback 		

REFERENCES:

1. Woodworth, R.S. and Scholsberg (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		
Semester	Course Code	Course Title
II	23PF2AE201	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"> 7. Demonstrate basic understanding of computer hardware and software. 8. Apply skills and concepts for basic use of a computer. 9. Identify appropriate tool of MS office to prepare basic documents, charts, spreadsheets and presentations. 10. Create personal, academic and business documents using MS office. 11. Create spreadsheets, charts and presentations. 12. 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
23PF2CT301	Fundamentals of Counseling Skills
23PF2CT302	Psychology of Athletic Injury and Rehabilitation
23PF2CT303	Psychological Preparation and Mental Skills training
Electives (Discipline Specific)	
23PF2CE005	Team Cohesion and Group Dynamics in Sports
23PF2CE006	Psychotherapy
23PF2L301	On-field Sports Psychology Assessment – Practicum - III
23PF2AE301	Soft Skill – III (Life Skills Management)
23PF2IT301	Internship

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
III	23PF2CT301	Fundamentals of Counseling 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 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"> 6. Apply and develop conceptual difference between guidance counseling & psychotherapy. 7. Develop technique and implication of applied counseling skills in areas of practice. 8. Evaluate counseling theories & their application to the outside world. 9. Evaluate various psychotherapies and schools in counselling techniques. 10. Develop skills of eclectic therapeutic plans. 		
<p>UNIT I : Introduction to Counseling</p> <p>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 Approaches to Counseling:</p> <p>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 counselor.</p>		

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:

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

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

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
III	23PF2CT302	Psychology of Athletic Injury and Rehabilitation
Type	Credits	
Core	4	
<p>Objectives:</p> <p>This course helps to understand various aspects related to sports injuries and their psychological implications are to enhance injury prevention, promote holistic rehabilitation and support athletes psychological wellbeing throughout the recovery process</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. Recognise sports injuries, understand their mechanism and identify methods for assessment. 2. Helps in understanding proactive interventions to mitigate injury risk and promote athlete resilience. 3. They will learn to recognise the relationship between burnout and sports injuries among athletes. 4. They accrue knowledge on providing psychological training in rehab. 		
<p>UNIT I Sports Injuries</p> <p>Injury - causes of Injury – common sports injuries - factors contributing to injury in sports – psychological susceptibility to Injury - Rehabilitation – definition- types of rehabilitation – rehabilitation for athletes .</p>		
<p>UNIT II Psychological antecedents to Sports Injury</p> <p>Stress and Injury model , Stress Response – Stress History –Major life events, daily hassles, Prior injury history - Antecedents of Sports injury – Personality, Anxiety, Locus of Control, Mental and Emotional states.</p>		

UNIT III Psychological models for sport injury rehabilitation

A biopsychosocial model of sport injury rehabilitation. Cognitive appraisal models - stage of the return to sport models – motivation based model - Grief response models - The integrated model of psychological response to sports injuries and rehabilitation process Grief response models.

UNIT IV Burn out and Sports Injuries

Psychological issues of Injuries and sports –Psychological aspects of pain, Pain measurement and pain mediation - Psychological implications of long term rehabilitation for athletes

UNIT V Psychological interventions in sports injury

Injury and Healing Process including Injury Management, Recovery - visualizations for sports , positive self talk, rational emotive therapy, goal setting relaxation and mindfulness.

REFERENCES:

- Robert C. Eklundy and Gershan Tenenbaum (2014)**-Enceclopedia of Sport and Exercise Psychology, Sage Publications
- Monna Arvinen-Barrow and Natalie Walker (2013)** – The Psychology of Sports Injury and Rehabilitation, Routledge

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
III	23PF2CT303	Psychological Preparation and Mental Skills Training
Type	Credits	
Core	4	
<p>Objectives:</p> <p>This course enables students to help athletes to improve their mental qualities that promote performance and wellbeing. It helps to understand nature of stress and to identify strategies of mental alertness in sports.</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 improved confidence, focus, perseverance, and control under pressure. 2. They will get an insight of stress sources, psychological responses and coping strategies. 3. Students will be able to implement arousal regulation techniques. 4. It will give the insights on mental alertness in sports. 		
<p>UNIT I Mental Toughness</p> <p>A social Cognitive Personality construct: Mental Toughness is multidimensional, aspects of MT are inherited, aspects of MT are learned- Pillars of Mental Toughness: Motivation, Self-Confidence, Coping with Pressures.</p>		
<p>UNIT II Stress in Sports</p> <p>Anxiety Management Training – Applied Relaxation, Arousal Energising Techniques, Breath Control and Deep Breathing, Cognitive Affection, Stress Management Training, Cognitive Control, Hypnosis, Meditation, Performance and Competition Planning , Self Compassion , Stress Inoculation Training.</p>		
<p>UNIT III</p> <p>Arousal adjustment strategies - the Relaxation procedures - autogenic training - Progressive relaxation - meditation - biofeedback - hypnosis - arousal energising strategies - goal setting - pep talk - bulletin boards - publicity and news coverage - fan support - self activation - coach athlete and parent interaction - pre-competition workout Cognitive behavioural</p>		

intervention in sport - coping strategies in sport - imagery in sport - mental practice as a form of imagery - theories of how imagery works - external and internal imagery - the Effectiveness of imagery in enhancing sports performance - measurement of imagery - developing imagery skills - cognitive behavioural intervention programs using imagery and relaxation - visual-motor behavioural rehearsal - stress inoculation training - stress management training – goal setting in sport.

UNIT IV Energizing (Activation) Strategies :

Arousal and Activation, Visualization and Self Talk strategies, Mental Imagery and Visualization – Arousal and Performance relationship.

UNIT V Coping in Sports

Classifying coping in Sport ; Problem and emotion focused coping, Avoidance Coping Task, Distraction and Disengagement oriented Coping – Coping Effectiveness and Coping Self Efficacy. Psychological Skills Training (PST) Definition, Importance of PST, Myths about PST,

REFERENCES:

Robert C. Eklundy and Gershan Tenenbaum (2014)-Encyclopaedia of Sport and Exercise Psychology, Sage Publications

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
III	23PF2CE005	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"> 5. Demonstrate a basic understanding of different types of groups. 6. Demonstrate ability to identify the major characteristics of each of the stages of a group. 7. Demonstrate knowledge of the major tasks of group leadership at each of the group stages. 8. 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 – personal social factors – cohesiveness and group development – achievement factors – attribution for causality – achievement rewards – decision making groups.</p>		

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. Mark R. Beachang and Mark A. Eys (2014) –Group Dynamics in Exercise and Sports Psychology, 2nd Edition, Routledge, Taylor and Francis Group, London & New York.
3. Martens, R. (1987) – Coaches Guide to Sport Psychology, Human Kinetics Publishers, Champaign, Illinois

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
III	23PF2CE006	Psychotherapy
Type	Credits	
Elective	3	
<p>Objectives:</p> <p>The objective of learning this course is to develop a comprehensive understanding of therapeutical principals, techniques and approaches for addressing a wide range of psychological issues and promoting mental health and wellbeing.</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. Practice psychotherapy and counselling including developing a diverse skill set. 2. Knowledge on various counselling approaches and models. 3. Will gain insight into the fundamental concepts of psychoanalytic and psychodynamic theories. 4. They will develop proficiency in behaviour therapy, principals and techniques and promote behavioural change. 		
<p>UNIT I - Psychotherapy</p> <p>Nature and scope; Common goals and ingredients of psychotherapy; Types of psychotherapeutic intervention, structuring therapeutic relationship: Nature of client-therapist relationship, dimensions and stages of client therapist relationship, building the helping relationship; structuring the therapeutic situation</p>		
<p>UNIT II Overview of Counselling Model</p> <p>Stage I, Stage II and Stage III, Building the Helping relationship, Basic communication skills for Helping, Basic Communication Skills – I, Basic Empathy and Probing. Testing, Assessment and Diagnosis in Counselling; the role of Theories of Psychotherapy, Choosing a Theoretical Orientation to therapy.</p>		

UNIT III Psychoanalytic and Psychodynamic Theories

Psychoanalytic Therapy, Key concepts of Sigmund Freud, Therapeutic process; Ego Psychology; Object Relations Theory ;Self Psychology; Existential Therapy: Overview, Key Concepts in, Therapeutic Process, PersonCentred Therapy: Overview, Key Concepts, Therapeutic Process. Gestalt Therapy: Overview, Influence of Existential on Gestalt Therapy, Key Concepts in, Therapeutic Process: Case Analysis.

UNIT IV Behaviour Therapy

Brief Overview, Key Concepts, Therapeutic process, Current trends, Applied Behavioural analysis. Cognitive Approaches to Psychotherapy: Brief overview of different Cognitive approaches, Rational Emotive Behaviour Therapy, Cognitive Behaviour Therapy. Mindfulness Based Cognitive Therapy. Transactional Analysis: Brief Overview, Key Concepts, Therapeutic process

UNIT V Biologically based therapies

Biofeedback- Electromyography; Finger temperature; GSR; EEG; Areas of application; Psychopharmacological therapy: Overview of major psychotropic drug doses.

REFERENCES:

1. Brems, C. (2001). Basic skills in psychotherapy and counselling. Singapore: Brooks/Cole.
2. Corey, G. (1996). Theory and practice of counselling and psychotherapy (5th ed.). Pacific Grove, CA: Thomson Brooks/

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
III	23PF2L301	On-field Sports Psychology Assessment-1
Type	Credits	
Practicum	2	
<p>Objectives:</p> <p>The objective of this course is to encourage students to imply psychological techniques on field, in competition to boost motivational climate and confidence in players.</p>		
<p>Course Learning Outcomes:</p> <p>On completion of this course students would be able to:</p> <ol style="list-style-type: none"> 6. The students will be able to learn observation skill and to assess the personality of the patient in the clinical setting. 7. The students will be given training to assess the performance enhancement of the athletes in the field setting. 8. The students will be provided training to build motivational climate by goal setting method in the field. 9. The students will be able to assess the coach-athlete relationship with the use of psychological questionnaire. 10. The students will be able to apply psychological techniques (positive self-talk, cuewords, imagery) and made familiar with the anticipation test tool to improve performance of the athletes. 		
<p>Psychological assessment is administered 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 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		
Semester	Course Code	Course Title
III	23PF2AE401	Soft Skill- III (Life Skills Mangement)
Type	Credits	
AEC	2	
Objectives: The objective of this course is to develop the abilities in students and to cultivate positive behaviour in students		
Course Learning Outcomes: On completion of this course students would be able to: <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 		
UNIT I Introduction: Soft Skills Concepts and Definition- Need and importance of Soft Skills – Developing Soft Skills – Implications on Youth Development .		
UNIT II Behavioral Skills : Attitude, Lateral Thinking , Emotional Intelligence, Leadership, Team Building and Interpersonal Skills.		
UNIT III Social Skills and Negotiation Skills: Self Awareness and Empathy , Influencing, - Effective Communication –Oral Presentation Skills – Interviewing – Delegating.		
UNIT IV Thinking Skills: Critical Thinking and Creative Thinking – Problem Solving and Decision Making skills.		
UNIT V Coping Skills : Coping with stress and Emotions – Conflict Resolution – Negotiating - Time and Stress Management Skills.		

Reference Books

3. G. Ravindran, S P Benjamin, Elango and R. Arokiam (2007) - Success through Soft Skills, ICT.
4. 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
23PF2CT401	Counselling and Behaviour Modification Techniques in Sports
23PF2CT402	Sports for the challenged
23PF2CT403	Athletic Psychopathology
Electives (Discipline Specific)	
23PF2CE007	Positive Psychology
23PF2CE008	Introduction to Sports Sociology
PSP23TH401 A	Thesis
PSP23TH401 B	Viva-Voce
PPS23SE401	On-field Sports Psychology Assessment – Practicum - IV
PPS23AE401	Soft Skill – IV (Yoga & Meditation)
PPS23EA401	Extension Activity

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
IV	23PF2CT401	Counseling and Behavior Modification Techniques in Sports
Type	Credits	
Core	4	
<p>Objectives:</p> <p>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.</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"> 5. Identify athletic behaviour, approaches to counselling and behaviour counselling. 6. It helps the students to equip with practical skills, knowledge and strategies to promote personal development. 7. Identify various theoretical framework and techniques used in counselling and psychotherapy. 8. The outcome includes increased self awareness, communication skills, assertiveness, enabling individuals to assert themselves effectively in interpersonal interactions. 		
<p>UNIT I</p> <p>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.</p>		
<p>UNIT II</p> <p>Exploring Athletic behavior- Key concepts: Motivation and Goal setting- anxiety in Sport Performance- Concentration in Sports Performance- Self- Confidence- Peak Performance and Expertise.</p>		

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:

8. Corey, G (2005), Theory and Practice of Counseling and Psychotherapy, 7th Edition, Scarborough, Brooks/Cole.
9. Martin, G & Pear J (2000) Behavior Modification (7edition), New Delhi, Prentice Hall of India Pvt. Ltd.
10. Wolpe, J (1982), Practice of Behavior Therapy (3rd edition), New York, Oxford Pergamon Press Inc.
11. Nelson-Jones, R. (1994). - The theory of practice of counseling psychology – Cassel London.
12. Rimm, D.C. and Masters, J.C. (1974), - Behaviour Therapy: Techniques and Empirical Findings. New York: John Wiley and Sons.
13. Robert C. Carson. James. N. Butcher and Susan Mincka (1996) - Abnormal Psychology and Modern Life, 10th Edition, New York; Harper Collins College Publishers.
14. 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		
Semester	Course Code	Course Title
IV	23PF2CT402	Sports for the Challenged
Type	Credits	
Core	4	
<p>Objectives:</p> <p>This course helps to learn about athletes with disabilities and inclusive sports for individuals with disabilities in sports and physical activity settings.</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. Understand the diverse needs, capabilities of athletes with disabilities. 2. Understand the principals of adaptability and equipment modifications necessary to facilitate inclusive participation in wide range of sports. 3. Recognise the significance and impact of the Paralympic games for athletes with intellectual disabilities. 4. Will be able to understand the principal and practices of inclusion and integration in sports settings. 		
<p>UNIT I</p> <p>Introduction – Sport in Society – Athletes with Disability - Historical context of Disability and Sports – Emergence and Development of Disability sports – Theories of Disability: Disability as a personal tragedy , Social model of Disability - Sports Current Challenges and Controversies in Disability Sports.</p>		
<p>UNIT II</p> <p>Adapted Sports – Brief history of Adapted Physical Education – Beginning of Adapted Physical Education - Shift to sports and the whole person - Emerging comprehensive sub-discipline – Recent and current status – Role of Physical Educationist in Adapted Sport.</p>		
<p>UNIT III</p> <p>Paralympics Games for people with Intellectual Disability – Coaching and training of athletes with disabilities – Disability Sports Movement - Special Olympics</p>		

UNIT IV

Sports activities for individuals with individual needs – Deaflympics, Paraplegic, Cerebral Palsy, Blind, Amputee, Down Syndrome, Autism Spectrum Disorder, Specific Learning Disability , Mentally challenged .

UNIT V

Inclusion and Integration – Equity Issues – Marketing Disability Sports – Future of Disability Sports.

REFERENCES:

1. **John,P Winnick** - Adapted Physical Education and Sport , Volume I , Human Kinetics, 2005
2. **Nigel Thomas, Andy Smith** – Disability, Sport and Society – An Introduction , Routledge,2008.
3. **Steve Bailey** - Athlete First – A history of the Paralympic Movement , John Wiley & Sons.

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
IV	23PF2CT403	Athletic Psychopathology
Type	Credits	
Core	4	
<p>Objectives:</p> <p>This course helps to assess and observe clusters of psychiatric symptoms and robustly categorize them into DSM IV-TR /DSM 5diagnostic categories, using the multiaxial assessment in athletic population. An in-depth understanding on the neuro psychological and behavioural disorders.</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. To assess the symptoms, nature, causes and dysfunctions associated with these disorders. 2. To understand the intervention programs with regard to the goals of therapy. 3. Develop an understanding of etiology of various mental health symptoms and illnesses. 4. Develop familiarity with the usual psychological course of each specific mental illness. 5. Develops an understanding on the psychopathological addictions in athletes and of various disorders. 		
<p>UNIT I Introduction</p> <p>Definition of Psychopathology - Historical views of abnormal behavior - The stigma of abnormal behavior – Adaptive and Maladaptive behavior – Adaptation and Adjustment – Causes and Risk factors for abnormal behavior among athletes– Biological, Psychosocial and Sociocultural view points and causal factors.</p>		
<p>UNIT II Classification - Categories of Maladaptive Behaviour</p> <p>Approaches to classification of Psychopathology: Categorical, Dimensional and Prototypal - Systems of classification, basic features; DSM-V, ICD-10 - Similarities and differences – Advantages and Disadvantages of Classification.</p>		
<p>UNIT III Psychopathology of addiction and sexual disorders</p> <p>Substance dependence in sports– substance abuse - Substance use disorders– substance induced disorders – Substance use disorders Vs Substance induced disorders - Alcohol and</p>		

Sports – Alcohol related disorders - other drugs – Association between Athletes and Substance Abuse - Sexual deviations- forms of sexual deviations - causes – treatment .

UNIT IV Anxiety and Mood Disorders :

Anxiety Disorders and Athletes: Panic Disorder, Phobic disorders, Obsessive Compulsive Disorder, Generalised Anxiety disorder, Post traumatic stress disorder – Somatoform, Dissociative and Mood Disorders among athletes : Bipolar affective disorders, Dysthymia, Cyclothymia - Anxiety, Somatoform and Dissociative Disorders

UNIT V Neuro psychological and Behavioural disorders:

Dementia, delirium, head injury, epilepsy, other amnesic syndromes -Dissociative disorder, somatoform disorder- other neurotic disorder among athletes – Mental Health and Elite athletes; Eating and Sleep disorders and athletes: Anorexia, binge eating - Sleep disorders - Clinical characteristics and etiology.

REFERENCE:

1. Blaney, P H., Krueger, R. F. & Million, T. (2015).Oxford Textbook of Psychopathology (3rd edition). London: Oxford University Press.
2. Fish, F. J.(1967). Fish's Clinical psychopathology: signs and symptoms in psychiatry (3rd. Ed.). Bristol :J. Wright,
3. Sadock, B.J. & Sadock, V.A. (2015). Kaplan & Sadock's Synopsis of psychiatry: Behavioral sciences/clinical psychiatry (10th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
IV	23PF2CE007	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"> 4. Explore in the transformative shifts in mind-set and perspective towards life, wellbeing, and personal growth. 5. Analyse and emerge with the deeper understanding of themselves and others, along with the practical tool to enhance their overall quality of life. 6. 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>		
<p>UNIT III</p> <p>Positive Cognitive States and Processes: Self-efficacy, Optimism, Hope, Wisdom, Flow, Mindfulness.</p>		
<p>UNIT IV</p>		

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		
Semester	Course Code	Course Title
IV	23PF2CE008	Introduction to Sports Sociology
Type	Credits	
Elective	3	
<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"> 5. Students will be acquired with theoretical framework and analytical instruments. 6. This course will enable them to assess the intricate relationship between player's communities and organisation in the sports world objectively. 7. They will possess the ability to identify and manage power dynamics, social change and inequality in social environment. 8. 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 and Sports Sociology – Relationship with 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 behavior – 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 spirit as supra – individual power: McDougals, Durkheim, Allports, Lewis.</p>		

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. (1991), *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,(1987) *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		
Semester	Course Code	Course Title
IV	PSP23TH401	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"> 4. Conduct research in this field. 5. Knowledge about the methodology, psychological inventories, journal and research ethics. 6. 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		
Semester	Course Code	Course Title
IV	23PF2L401	On-field Sport Psychology 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"> 6. The students will be able to assess the performance dysfunction of the athletes in the field setting. 7. 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. 8. The students will be taught the psychological counselling skill. 9. The students will be able to decide the follow up plan of counselling sessions. 10. 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		
Semester	Course Code	Course Title
IV	23PF2AE401	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"> 4. Students will be equipped with knowledge, skills and experiences associated with yoga and meditation. 5. This will enhance their mind-body connections and to develop regular practice to support their own wellbeing and presence in therapeutic work 6. 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"> 7. Yoga: Etymology, definitions, aim, objectives and misconceptions 8. Yoga: Its Origin, history and development 9. Rules and regulations to be followed by yoga practioners 10. Introduction to Yoga practices 11. Shatkarma: meaning, purpose and their significance in Yoga Sadhana 12. 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"> 8. Sectional Breathing (Abdominal, Thoracic and Clavicular) 9. Yogic Deep Breathing 10. Concept of Puraka, Rechaka and Kumbhaka 11. Concept of Bandha and Mudra 12. Anulmoa Viloma / Nadi Shodhana 		

13. Shitali

14. Bhramari

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

UNIT III Practices leading to Meditation

6. Recitation of Pranava Mantra

7. Recitation of Hymns, in vocations and prayers

8. Anter Maun

9. Breath Meditation

10. Om Dhyana

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

Suggested Readings:

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

Course: M.Sc. Sports Psychology		
Semester	Course Code	Course Title
IV	23PF2EA401	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"> 4. Develops observational and communicational skills. 5. Gains knowledge to form case study and to execute the intervention strategies'. 6. Gains expertise create an interpersonal relationship with various communities 		
<p>The students pursuing M.Sc. Sports 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>		