



ANNAMALAI UNIVERSITY

Chidambaram, Tamilnadu



सत्यमेव जयते

MINISTRY OF YOUTH AFFAIRS &
SPORTS

Government of India

MYAS - AU Department of Sports Sciences

SYLLABUS

for

M.Sc. (SPORTS PSYCHOLOGY)

Programme Code: SSPO27

(Under Choice Based Credit System)

Session: 2019-20

ANNAMALAI UNIVERSITY

Chidambaram, Tamilnadu - 608002

Approved by the

MINISTRY OF YOUTH AFFAIRS AND SPORTS

Government of India

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M.Sc. SPORTS PSYCHOLOGY

REGULATIONS AND SYLLABUS

(For students admitted from academic year 2019-20 onwards)

1. Objectives:

The M.Sc. Sports Psychology course is designed to provide an opportunity to students to apply theory to practice, which creates a highly valuable learning experience with clear vocational and professional significance. The content on M.Sc. Sports Psychology has been carefully designed to provide quality assured professional training to meet the needs of the athletes and to foster life-long learning in participants.

This programme is designed to:

- Develop knowledge and understanding of the principles and applications of sport psychology and their application to vocational/professional practice.
- Provide an opportunity to critically assess a broad range of theories, methodologies and research findings in sport psychology.
- Develop a critical understanding of how to apply theories, strategies and methodologies in appropriate ways.
- Enable the student to develop empirical rigour in identifying solutions to complex problems.
- Develop the appreciation of inter-related scientific concepts that promote understanding of problems and issues in the study of sport psychology.
- Provide a forum for the development of research skills and professional competencies in the field of sport psychology.

2. Definition of key words:

- **Programme:** An educational program leading to the award of a Degree, diploma or certificate.
- **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
- **Semester:** Each semester consists of 15-18 weeks of academic work equivalent to 90 days of actual teaching days. The odd semester may be scheduled from July to December and even Semester from January to June.
- **CBCS (Choice Based Credit System):** It provides choice for students to select from the prescribed courses.
- **Course:** It is usually referred to as “Papers”. All courses need not carry the same weight. A course may comprise lectures/tutorials/laboratory, work/field, work/outreach activities/project work/vocational training/viva/seminars etc or a combination of some of these.

- **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.
- **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.
- **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). Core / DS Electives will not be offered as Generic Electives. Elective papers can be taken from MOOC courses and credit transfer should be allowed.
- Each of the Core courses and Discipline Specific Elective (DSE) shall be of 4 credits. Credits under DSE may vary (16/12/8) depending upon the number of DSE courses offered across the semesters.
- **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.
- **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.

3. Course Structure:

This M.Sc. Sports Psychology is a programme consists of core courses, soft core courses, practical courses, internship and project work. The entire programme carries credit system. The number and distribution of credits for the programme will be decided by the respective faculties.

A programme is divided into two Semesters, Odd Semester and Even Semester. The normal Semester periods are:

Odd Semester: July to November (90 Working days)

Even Semester: December to April (90 Working days)

4. Credits:

The term credit is used to describe the quantum of syllabus for various courses in terms and hours of study. It indicates differential weight age given according to the contents and duration of the courses in the curriculum design. The minimum credit requirement for a two years Master's Programme shall be 90.

One credit of theory equals one lecture hour and
One credit of practical equals two laboratory hours.

5. Courses:

Each Programme may consist of Lectures / Tutorials / Laboratory Work / Seminar / Project Work / Practical Training Report / Viva-Voce etc. Normally, in each of the programmes, credits will be assigned on the basis of the Lectures/Tutorials/Laboratory Work and other form of learning in a 18 week schedule.

6. Eligibility for Admission:

Bachelor's Degree in Sports Science / Physical Education and Sports / Psychology / Sociology or equivalent thereto in 10+2+3 or 10+2+4 pattern from a recognized university with a minimum of 50% marks in aggregate.

7. Grading System:

The term grading system indicates a 10 point scale of evaluation of the performance of students in terms of marks, grade points, letter grade and class.

8. Duration:

The duration for completion of two Years Master's programme in any subject is four Semesters, but in any case not more than five years from the year of admission.

9. Attendance:

Every teaching faculty handling a course shall be responsible for the maintenance of Attendance Register for candidates who have registered for the course.

The teacher of the course must intimate the Head of the Department at least Seven Calendar Days before the last instruction day in the semester about the particulars of all students who have secured an attendance of less than 75%.

A candidate who has attendance less than 75% shall not be permitted to sit for the end-semester examination in the course in which the shortage exists.

However, it shall be open to the authorities to grant exemption to a candidate who has failed to obtain the prescribed 75% attendance for valid reasons on payment of a condonation fee and such exemptions should not under any circumstances be granted for attendance below 65%.

10. Examination:

There will be two sessional assessment tests and one End-Semester examination during each semester.

Sessional Test-I will be conducted after 35 working days and Sessional Test-II will be conducted after 70 working days.

Sessional Test-I will be a combination of a variety of tools such as class test, assignment and paper presentation that would be suitable to the course. This requires an element of openness. The students are to be informed in advance about the nature of assessment and the procedures. However, the tests are compulsory. Test-I may be for one hour duration. The pattern of question paper will be decided to the respective faculty. Sessional Test-I will carry 12.5% of marks of the entire course.

Sessional Test–II will be held after 70 working days for the syllabi covered between Seventh and Eleventh weeks.

Sessional Test–II will be conducted with a variety of assessment tools. It will also have an element of openness. The students are to be informed in advance about the nature of assessment and the procedures. However, the tests are compulsory. Test–II may be for two hours duration. The pattern of question paper will be decided by the respective Faculty. Sessional Test–II carries 12.5% of marks of the entire course.

There will be one End–Semester Examination of 3 Hours’ duration in each course. The end semester examination will cover all the syllabus of the course for 75% of marks.

Each course shall carry a maximum of 100 marks for the purpose of grading. The distribution of marks shall be as follows.

Theory Marks			Practical Marks		
Internal	External	Maximum	Internal	External	Maximum
25	75	100	40	60	100

11. Non-Credit Course

For the Non-Credit Courses offered in a Semester, a ‘Satisfactory Participation Certificate’ shall be issued to the Student from the concerned authorities, only after securing $\geq 65\%$ attendance in such a Course. No credits, marks or Letter Grade shall be allotted for the non-credit course.

12. Internship and Field visit:

The Internship / Practical Training shall carry 100 marks and shall be evaluated through internal assessment only. At the end of Internship / Practical training / Summer Project, the candidate 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. Certificates (issued by the training centre or Organization) submitted by the candidate shall be attached to the mark list sent by the Head of the Department.

Field visit carry 100 marks and shall be evaluated through internal assessment only. At the end of field visit students has to submit the field visit report. Similarly, like internship 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. Certificates (issued by the training centre or Organization) submitted by the candidate shall be attached to the mark list sent by the Head of the Department.

13. Evaluation:

Evaluation will be done on a continuous basis. Evaluation may be by Objective Type Questions, Quiz, Short Answers, Essays or a combination of these, but at the end semester it has to be a written examination.

The performance of students in each course is evaluated in terms of percentage of marks (PM) with a provision for conversion to Grade Point (GP). The sum total performance in each semester will be rated by GPA while the continuous performance from the 2nd Semester onwards will be marked by (OGPA).

14. Marks and Grading:

A student cannot repeat the Sessional Assessment Test–I and Sessional Test– II. However, if for any compulsive reason the student could not attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

A minimum of 50% marks in each course is prescribed for a pass. A student has to secure 50% minimum in the End Semester Examination.

If a candidate who has not secured a minimum of 50% of marks in a course shall be deemed to have failed in that course.

The student can repeat the End Semester Examination when it is offered next in the subsequent Odd/ Even semesters till the regulations are in force. However, a candidate cannot move to the next semester if he/she has more than six papers as arrears at any point of time.

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 Master’s Degree Programme.

15. Grading:

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:

Marks	Grade Point	Letter Grade	Class
90+	10	S	Exemplary
85-89	9.0	D	Distinction
80-84	8.5	D	Distinction
75-79	8.0	D	Distinction
70-74	7.5	A	First class
65-69	7.0	A	First class
60-64	6.5	A	First class
55-59	6.0	B	Second class
50-54	5.5	C	Second class
49 or less	-	F	Fail

The successful candidates are classified as follows:

- I – Class 60% marks and above in over all percentage of marks (OPM).
- II – Class 50–59% marks in over all percentage of marks.

Candidates who obtain 75% and above but below 91% of marks (OPM) shall be deemed to have passed the examination in First Class (Distinction) provided he/she passes all the course prescribed for the programme at the first appearance.

Candidates who obtain 90% and above (OPM) shall be deemed to have passed the examination in First Class (Exemplary) provided he/she passes the entire course prescribed for the programme at the first appearance.

For the Internal Assessment Evaluation the break up marks shall be as follows.

Test	10 marks
Assignment	05 marks
Case Study / Seminar / Short Answers etc.	05 marks
Attendance	05 marks
Total	25 Marks

Marks for Attendance Percentage

90% and above	5 Marks
80 – 89%	4 Marks
70 – 79%	3 Marks

16. Course–Wise Letter Grade:

The percentage of marks obtained by a candidate in a course will be indicated in a letter grade. A student is considered to have completed a course successfully and earned the credits if he/she secures over all grades other than F. A letter grade F in any course implies a failure in that course. A course successfully completed cannot be repeated for the purpose of improving the Grade point.

The F Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidates has appeared for clearance of the arrears.

A student secures F grade in any course which is listed as course as to repeat it compulsorily when the course is offered next. If it is an elective course, a student has the option to repeat it when it is offered next or to choose a new elective if he / she is chosen in the place of failed elective failed optional will be indicated as dropped in the subsequent grade card.

If a student secures F Grade in the Project Work/ Field Work/Practical Work/ Dissertation, either he/she shall improve it and resubmit it if it involves only rewriting incorporating the clarification of the evaluators of he/she can re–register and carry out the same in the subsequent semesters for evaluation.

17. Withdrawal from the course by the student:

Within two weeks from the date of commencement of the semester.

M.Sc. Sports Psychology: Two-Year (4-Semester) CBCS Programme			
Basic Structure: Distribution of Courses			
1	Core (C)	15 Papers of 4 Credit each (Total Credit 15X4)	60
2	Elective (E)	4 Papers of 3 Credit each (Total Credit 4X3)	12
3	Project Work / Dissertation including Presentation, Comprehensive Viva-voce (D)	1 Activity of 3 credit (Total Credit 1x3)	3
4	Core Course Practical (P)	6 Activities of 2 credits each (Total Credit 6x2)	12
5	Core Course Internship (I)	1 Activity of 2 credit (Total Credit 1x2)	02
6	Field Visit (V)	1 Activity of 1 credit (Total Credit 1x1)	01
	Total Credits		90

Department of Sports Sciences

M.Sc. Sports Psychology Two-Year (4-Semester) CBCS Programme

Programme Code: SSPO27

Programme Structure

(For Students admitted from the academic year 2019-2020)

Semester – I					
Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC101	Research Methodology	C – 1	4	0	4
19MPSC102	Cognitive Psychology	C – 2	4	0	4
19MPSC103	Personality and Personal Development	C – 3	4	0	4
19MPSE104	Department Elective (Select any one)	E – 1	4	0	4
	a. Health Psychology				
	b. Fitness and wellness				
	Inter Department Elective	E – 2	3	0	3
19MPSP106	Practical – I: Psychological Assessment	P – 1	0	2	2
19MPSP107	Practical – II: Personality and Personal Development	P – 2	0	2	2
TOTAL			19	4	23

Semester – II					
Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC201	Advanced Statistics and Scientific Data Processing	C – 4	4	0	4
19MPSC202	Positive Psychology	C – 5	4	0	4
19MPSC203	Psychology of Intelligence, Learning and Motivation	C – 6	4	0	4
19MPSC204	Testing and Measurement in Sports Psychology	C – 7	4	0	4
	Inter Department Elective	E – 3	3	0	3
19MPSP206	Practical –III: Psychological Assessment of Personality	P – 3	0	2	2
19MPSP207	Practical –IV: Psychology of Intelligence, Learning and Motivation	P – 4	0	2	2
TOTAL			19	4	23

Semester – III					
Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC301	Principles of Neuropsychology	C – 8	4	0	4
19MPSC302	Fundamentals of Sport and Exercise Psychology	C – 9	4	0	4
19MPSC303	Psychology of Sports Coaching	C – 10	4	0	4
19MPSE304	Department Elective (Select any one)	E – 4	4	0	4
	a. Nutrition for Health, Fitness and Sport				
	b. Psychology of Differently Abled				
19MPSE305	Inter Department Elective: Principles of Sport Psychology	E – 5	3	0	3
19MPSP306	Practical – V : Neuropsychological Assessment	P – 5	0	2	2
19MPSP307	Practical – VI : Fundamentals of Sports and Exercise Psychology	P – 6	0	2	2
19MPSI308	Internship and Case Study	I – 1	0	2	2
TOTAL			19	6	25

Semester – IV					
Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC401	Mind, Motion and Performance	C – 11	4	0	4
19MPSC402	Motivation, Emotion and Group Dynamics	C – 12	4	0	4
19MPSC403	Introduction to Social Psychology	C – 13	4	0	4
19MPSD404	Project Work including Presentation, Comprehensive Viva (Related to their Specialization selected)	D – 1	0	6	6
19MPSV405	Field Visit	V	0	1	1
	Value Added Course				
TOTAL			15	4	19

Elective Courses

Department Electives (DE)

Sl. No	Course Code	Course Title	Hours/Week			Marks		
			L	P	C	CIA	ESE	Total
1	19MPSE104	a. Health Psychology b. Fitness and wellness	3	0	3	25	75	100
2	19MPSE304	a. Nutrition for Health, Fitness and Sport b. Psychology of Differently Abled	3	0	3	25	75	100

Interdepartmental Electives (IDE)

S. No.	Course Code	Course Title	Department	Hours/week			Marks		
				L	P	C	CIA	ESE	Total
1.	19 SOSE 115.1	Soft Skills	English	3	0	3	25	75	100
2.	19 MATE 215.1	Discrete Mathematics	Mathematics	3	0	3	25	75	100
3.	19 MATE 215.2	Numerical Methods		3	0	3	25	75	100
4.	19 MATE 315.1	Differential Equations		3	0	3	25	75	100
5.	19 STSE 215.1	Statistical Methods	Statistics	3	0	3	25	75	100
6.	19 STSE 215.2	Mathematical Statistics		3	0	3	25	75	100
7.	19 STSE 315.1	Bio-Statistics		3	0	3	25	75	100
8.	19 PHYE 215.1	Classical Mechanics and Special Theory of Relativity	Physics	3	0	3	25	75	100
9.	19 PHYE 215.2	Physics of the Earth		3	0	3	25	75	100
10.	19 PHYE 315.1	Bio-Medical Instrumentation		3	0	3	25	75	100
11.	19 PHYE 315.2	Energy Physics		3	0	3	25	75	100
12.	19 CHEE 215.1	Applied Chemistry	Chemistry	3	0	3	25	75	100
13.	19 CHEE 315.1	Basic Chemistry		3	0	3	25	75	100
14.	19 CHEE 315.2	Instrumental Methods of Analysis		3	0	3	25	75	100
15.	19 BOTE 215.1	Plant Tissue Culture	Botany	3	0	3	25	75	100
16.	19 BOTE 215.2	Plant Science – I		3	0	3	25	75	100
17.	19 BOTE 315.1	Gardening and Horticulture		3	0	3	25	75	100
18.	19 BOTE 315.2	Plant Science – II		3	0	3	25	75	100

19	19 ZOOE 215.1	Animal Culture Techniques	Zoology	3	0	3	25	75	100
20	19 ZOOE 315.1	Environmental Science		3	0	3	25	75	100
21	19 GEOE 215.1	Environmental Geosciences	Earth Sciences	3	0	3	25	75	100
22	19 GEOE 315.1	Applied Geophysics		3	0	3	25	75	100
23	19 MIBE 315.1	Microbiology	Microbiology	3	0	3	25	75	100
24.	19 CISE 215.1	R Programming	Computer & Information Science	3	0	3	25	75	100
25	19MSSE206	Fundamentals of Sports Sciences	Department of Sports Sciences / Division of Sports Training & Sports Nutrition	3	0	3	25	75	100
26	19MSSE307	Basics of Strength and Conditioning		3	0	3	25	75	100
27	I Sem	Sports Injury & Rehabilitation	Department of Sports Sciences / Division of Sports Physiotherapy	3	0	3	25	75	100
28	IV sem	Exercise and Elderly Population		3	0	3	25	75	100
29	19MEPE206	Science of Exercise	Sports Sciences / Division of Exercise Physiology	3	0	3	25	75	100
30	19MEPE306	Exercise and Obesity		3	0	3	25	75	100

Electives Offered to Other Departments

Interdepartmental Electives (IDE)

S. No.	Course Code	Course Title	Department	Hours/ week		C	Marks		
				L	P		CIA	ESE	Total
1	19MPSX305	Principles of Sport Psychology	Sports Sciences / Division of Sports Psychology	3	0	3	25	75	100

M.Sc. Sports Psychology

Scheme of Examination Marks Distribution

Semester – I				
Course No.	Course Title	Internal Marks	External Marks	Maximum Marks
19MPSC101	Research Methodology	25	75	100
19MPSC102	Cognitive Psychology	25	75	100
19MPSC103	Personality and Personal Development	25	75	100
19MPSE104	Department Elective (Select any one)	25	75	100
	a. Health Psychology			
	b. Fitness and wellness			
	Inter Department Elective	25	75	100
19MPSP106	Practical – I: Psychological Assessment	40	60	100
19MPSP107	Practical – II: Personality and Personal Development	40	60	100
TOTAL		205	495	700

Semester – II				
Course No.	Course Title	Internal Marks	External Marks	Maximum Marks
19MPSC201	Advanced Statistics and Scientific Data Processing	25	75	100
19MPSC202	Positive Psychology	25	75	100
19MPSC203	Psychology of Intelligence, Learning and Motivation	25	75	100
19MPSC204	Testing and Measurement in Sports Psychology	25	75	100
	Inter Department Elective	25	75	100
19MPSP206	Practical –III: Psychological Assessment of Personality	40	60	100
19MPSP207	Practical –IV: Psychology of Intelligence, Learning and Motivation	40	60	100
TOTAL		205	495	700

Semester – III				
Course No.	Course Title	Internal Marks	External Marks	Maximum Marks
19MPSC301	Principles of Neuropsychology	25	75	100
19MPSC302	Fundamentals of Sport and Exercise Psychology	25	75	100
19MPSC303	Psychology of Sports Coaching	25	75	100
19MPSE304	Department Elective (Select any one)	25	75	100
	a. Nutrition for Health, Fitness and Sport			
	b. Psychology of Differently Abled			
19MPSE305	Inter Department Elective: Principles of Sport Psychology	25	75	100
19MPSP306	Practical – V : Neuropsychological Assessment	40	60	100
19MPSP307	Practical – VI : Fundamentals of Sports and Exercise Psychology	40	60	100
19MPSI308	Internship and Case Study	100	---	100
TOTAL		305	495	800

Semester – IV				
Course No.	Course Title	Internal Marks	External Marks	Maximum Marks
19MPSC401	Mind, Motion and Performance	25	75	100
19MPSC402	Motivation, Emotion and Group Dynamics	25	75	100
19MPSC403	Introduction to Social Psychology	25	75	100
19MPSD404	Project Work including Presentation, Comprehensive Viva (Related to their Specialization selected)	40	60	100
19MPSV405	Field Visit	100	---	100
	Value Added Course			
TOTAL		215	285	500

Cumulative Allotment of Marks for Semesters

Semester	Internal	External	Total
Semester I	205	495	700
Semester II	205	495	700
Semester III	305	495	800
Semester IV	215	285	500
Total	930	1770	2700

M.Sc. Sports Psychology (Semester I)

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC101	Research Methodology	C – 1	4	0	4
Learning Objectives	To provide foundation on the basics of research methods in Psychology To sensitize students on the importance of scientific research and ethical issues To develop skills in writing proposals, designing research and report writing.				

Unit-I

Meaning and Definition of Research, Nature and Characteristics of Research, Needs of research in sports psychology, Unscientific Versus Scientific Methods of Problem Solving, Classification of Research – Basic and Applied. Types of Research - Analytical, Descriptive, Experimental and Qualitative.

Unit-II

Identifying the Research Problem, Locating the Research Problem, Criteria adopted in Selecting the Research Problem. Meaning and Formulation of Research Hypothesis. Delimitations, Limitations, Needs of Significance of the Study. Need for Surveying Related Literature, Purpose for Surveying Related Literature, Kinds of Related Literature, Literature Sources – Primary and Secondary, Steps in Literature Search.

Unit-III

Need and Importance of Formulating the Method, Describing Participants, Sampling techniques, Describing Instruments, Describing Procedures, Describing Design and Analysis. Ethical Issues in Research: Areas of Scientific Dishonesty, Ethical Issues regarding Copyright Responsibilities of Researcher, Working Ethics with Faculty, Protecting Human Participants. Historical Research: Meaning of Historical Research, Steps of Historical Research, Evaluation of Historical Data, Internal Criticism and External Criticism.

UNIT- IV

Philosophical Research: Meaning and Purposes of Philosophical Research, Analysis of Philosophical Research, Inductive Reasoning, Deductive Reasoning. Descriptive Research: Survey Studies, Tools of Survey Research, Questionnaire, Construction and Appearance, Interview: Preparation and Conducting, Steps in the survey research process. Other Descriptive Research: Developmental Research, Case Study, Observational Research. Experimental Research: Meaning of Experimental Research, Sources of Invalidity in Experimental Research, Threats to internal Validity, Threats to External Validity, Controlling threats to Internal and External Validity.

UNIT-V

Types of Experimental Design: Pre-experimental Design, True-experimental Designs, Quasi-experimental Designs. Completing the Research Process, Research Proposal, Developing a Good Introduction, Describing the method, results and discussion. The Proposal Process (How to prepare the formal proposal?), Preparation and uses of tables and figures. Basic Writing Guidelines: Thesis and Dissertation Format, Limitations of Chapter Style, Structure of the Journal Format, Writing abstracts, Oral and poster presentation.

Reference:

1. Hay, J. (1993). The Biomechanics of Sports Techniques, Benjamin Cummings.
2. McGinnis, Peter M. Biomechanics of Sport and Exercise, Human Kinetics, 2005.
3. Clarke, David H. Clarke, Harrison H. Research Process in Physical Education, New Jersey: Prentice Hall Inc. 1984.
4. Jerry R. Thomas, Jack K. Nelson and Stephen J. Silverman., Research Methods in Physical Activity (5th Ed), New York: Human Kinetics. 2005.
5. Chris Gratton and Ian Jones., Research Methods for Sports Studies, London: Routledge, Taylor & Francis Group, 2004.
6. John W. Best and James V. Kahn., Research in Education (9th Ed.), New Delhi: Prentice Hall of India Pvt. 2006.
7. Robertson .E Gordon D et al. Research Methods in Biomechanics. New York: Human Kinetics. 2004.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC102	Cognitive Psychology	C – 2	4	0	4
Learning Objectives	To explain the process and function of attention To describe perceptual phenomena and its different scientific explanations To elucidate how the memory system functions To explain the mediatory role of cognition in behaviour				

Unit- I

Cognitive Psychology Psychological processes. Emergence of different approaches to cognitive psychology: information processing, connectionism & ecological perspective.

Unit- II

Attention Model of attention: Functions of executive, preconscious and conscious processing, alerting mechanism. Selective attention: Bottom-up and top-down processing, automaticity, division of attention. Theories of attention: Bottle neck & spotlight concepts, Filter model, attenuation theory, multimode theory, resource & capacity allocation model, schema theory.

Unit-III

Sensation & Perception Theories of perception: top down and bottom up perspective, visuospatial sub codes, pattern recognition. Perceptual phenomena: Pain perception, constancies and illusions, mental imagery. (In detail). Classical and modern psychophysics: Fechner's contributions, Weber's law, Steven's power law, signal detection theory, ROC curve.

Unit-IV

Memory Encoding: Theories and models of memory: two store model, Information processing approach, levels of processing, levels of recall. Sensory memory, Short term memory, working memory models. Storage: Long –term memory: episodic and semantic memory, autobiographical memory, declarative and procedural memory, Implicit and explicit memory. Retrieval: Recall, reconstruction in memory. Forgetting : Theories; interference, decay, organic causes, encoding failure, failure of reconstruction

Unit-V

Cognition Categorization. Theories of concept formation. Inductive & deductive reasoning. Convergent & divergent thinking. Decision making. Psycholinguistics: Features. Theories of language acquisition. Organization of Knowledge- Models: Prototype, feature comparison, hierarchical model, networks models, schema.

References:

1. Galotti, K. (1999). Cognitive Psychology: in and out of Laboratory. New Delhi- Wiley.
2. Glass, A. L. & Holyoak, K. J. (1986). Cognition. Singapore: McGraw-Hill book company.
3. Matlin, M. W. & Foley, H. J. (1992). Sensation & perception. USA: Allyn and Bacon..
4. Matlin, M. W. (1998) Cognition. USA: Harcourt Inc.
5. Robinson-Riegler, G. & Robinson-Riegler, B. (2008). Cognitive Psychology. USA: Pearson
6. Solso, R. (2005). Cognitive Psychology. India: Pearson Education.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC103	Personality and Personal Development	C – 3	4	0	4
Learning Objectives	To understand the concept of personality & personal development To explore the characteristics of a psychologically healthy individual To describe different theoretical perspectives to the study of personality				

Unit-I

Personality: Definition and the concept of self and personality. **Personality development:** Critical periods/influences in development. (Theories and approaches: structure of personality, dynamics, view of human nature, evaluation of theory, application.)

Unit-II

Psychodynamic perspective: Freud, Adler, Jung, Erikson, Murray. (in detail) Sullivan, Horney, Fromm.

Unit-III

Learning and Social cognitive perspective Skinner, Dollard & Miller: Rotter, Bandura.

Unit-IV

Humanistic and existential perspective Maslow, Rogers, May, Frankl.

Trait and Cognitive perspective: Allport, Cattell, Eysenck Big 5, Kelly

Unit-V

Eastern approaches: Indian: Yoga, Buddhism. Sufism

Reference:

1. Frager, R., & Fadiman, J. (2007). Personality and Personal Growth, USA: Pearson Education, Inc.
2. Hall, S.C., Lindsey, G., & Campbell, J. B. (1998). Theories of personality, Wiley India(P) Ltd.
3. Janis, I. L., Mahl, G. F., Kagan, J., & Holt, R. R. (1969). Personality ; dynamics, development & assessment. Harcourt, Brace & World, Inc
4. Pervin, L. A. (1985). Personality – Theory and research. New York: John Wiley & sons.
5. Schultz, D., & Schultz, S. E. (1994). Theories of personality, Brooks/Cole Publishing Company.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSE104	Department Elective (Select any one)	E - 1	4	0	4
	a. Health Psychology				

	b. Fitness and wellness				
Learning Objectives	To familiarize the concepts of psychological aspects of health				
	To help students to understand the complex interactions of biological, psychological, social, and spiritual factors as they impact human health and disease				
	To describe different theoretical perspectives of physical fitness components and disorders.				
	To sensitize students on the importance of physical activity and sports training in preventing disorders.				

a. Health Psychology

Unit-I

Health Psychology - Introduction Define health psychology, Mind-body relationship- a brief history, Need for health psychology, Biopsychosocial model in Health Psychology. The concept of Health Literacy, health behavior; factors influencing health behaviours, modification of health behavior, changing health beliefs, cognitive- behavioural approaches, Health enhancing behaviours.

Unit-II

Stress and the development of illness What is stress, Theories of stress, Psychosomatic disorders and Stress, Coping with stress (problem – focused and emotion – focused). Stress management. Stress and immune functioning.

Unit-III

Pain Management Control of pain: some distinctions in the clinical management of pain, pain control techniques. The management of chronic pain, the placebo effect, Psychological control and management of discomfort, Control based interventions with medical patients, individual differences in reactions to control.

Unit-IV

Management of Chronic and Terminal Illness A general perspective, psychological issues in chronic illness, the management of specific chronic illness: Myocardial infarction, Cancer, Diabetes, Spinal cord injuries, Management of chronic disorders in the elderly. Compliance; Dealing with issues of adherence and resistance to intake of medicines. Psychological issues in Advancing and terminal issues. Psychological management of the terminally ill, problems of survivors.

Unit-V

Psychophysiological disorders Personality disposition. CHD, Asthmatics, Allergy, Eczema, Hding, Rheumatoid Arthritis, Peptic Ulcer, Diabetes and menstrual disorders

Psychoneuroimmunology The immune system- immunocompetence/ immunocompromise.. Coping resources as moderators of the stress. Immune functioning relationship

References:

1. Marks, D. F., Murray, M., Evans, B., & Estacio, E.V. (2006). Health Psychology. India: Sage Publications
2. Sarafino, E. P. (1999). Health Psychology. John Wiley & Sons Inc.
3. Shelley, E. T. (1986). Health Psychology. New York: Random House.

b. FITNESS AND WELLNESS

UNIT - I

Physical Fitness, Health, and Wellness, Components of Physical Fitness, Cardiorespiratory Endurance, Muscular Strength and Endurance, Muscular Flexibility, Body Composition, Diversity Issues: Paralympics, Health and Wellness, Health Objectives for the Nation, The Benefits of Physical Activity, Self-Esteem and Physical Activity.

UNIT - II

Assessing Your Present, Level of Fitness, The Medical Evaluation, The Need for a Medical Evaluation, Components of the Ideal Medical Evaluation, The Fitness Appraisal, Cardiorespiratory Assessment: The 1.5-Mile Test, The Harvard Step Test. Muscular Strength Assessment: 1-RM (Repetitions Maximum) Testing, Diversity Issues: Exercise for Everyone, Muscular Endurance Assessment, Abdominal Endurance Testing, Arm and Shoulder Muscular Endurance, Flexibility Assessment, Shoulder Reach, Trunk Flexion, Trunk Extension Nutritional Assessment, Body Composition Assessment.

UNIT - III

Preventing Heart Disease and Cancer, Coronary Heart Disease, role of fat and Cholesterol, Low-Density and High-Density Lipoproteins, Other Risk Factors for Heart Disease, hypertension, Obesity or Overweight Stress, Sedentary Lifestyle, Smoking Tobacco, Family History. How to Prevent Coronary Heart Disease, The Role of Physical Activity. Cancer: Causes of Cancer, Cancer Prevention, Physical Activity and Cancer Prevention, Early Detection and Diagnosis of Cancer, Other Diseases and Conditions, Diabetes, Obesity, Hypertension.

UNIT - IV

Women and Physical Fitness: Physiological Differences between Women and Men Related to Athletic Performance and Physical Fitness, Anaerobic Power, Maximal Aerobic Power, Body Composition, Muscular Strength, Special Considerations for Women: Osteoporosis, Type I Osteoporosis, Type II Osteoporosis, Developing Peak Bone Mass, Risk Factors, Age, Sex and Hormones, Racial and Ethnic, Heritage Underweight and Physical Activity, Cigarette Smoking, Alcohol Consumption, Osteoporosis Risk, Prevention of Osteoporosis, Exercise, Calcium Nutrition, Iron- Deficiency Anemia, Function of iron in the Body, Causes for iron Deficiency Anemia, Who is at risk of Developing Iron Deficiency, Stages of depletion. Menstruation and Exercise: Exercises and Menstrual Disorders, Possible Causes of Menstrual Disorders among female Athletes, Performance and Competition during Menstruation. Pregnancy, Lactation, and Exercise: Exercise during Pregnancy, Benefits of Exercise on Weight Reduction after Pregnancy.

UNIT - V

Designing a Program Unique for You: A Lifetime of Fitness, Fitness Goals, Health Promotion and Disease Prevention, Fitness Activities: Walking, Jogging and Running, Rope Jumping, Swimming, Tennis, Racketball, Handball, and Squash. Aerobic Dance, Low-Impact Aerobics, Bicycling, Selecting an Exercise Club, Purchasing Exercise Equipment, Athletic Shoes, Orthotics Bicycles, Home, Exercise Equipment, Diversity Issues: Health Club Discrimination. Exercise for the Elderly, Benefits of Exercise for Elders.

REFERENCES

Greenberg, J.S., Dintiman, G.B., Myers Oakes, B. (1999) Physical fitness and Wellness. Allyn and Bacon Publications, Singapore.

COURSE OUTCOMES (COs)

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSP106	Practical – I : Psychological Assessment	P – 1	0	2	2
Learning Objectives	To familiarize students to psychological tests those assess cognitive functions To apply theoretical knowledge in practice To enhance the professional skills of the student				

Psychological Assessment of Cognitive abilities

- Attention - Perception - Memory - Intelligence - Problem solving - Creativity - Emotion - Aptitude - Achievement - Motor abilities
- A minimum of 8 tests should be included in the record for practical examination

Conduct a psychophysical experiment, Apply tests for memory and problem solving among students in the campus.

Testing and Measurement in Psychology: Research lab- Interview, Observation, psychophysics experiment, locally standardizing tests, Constructing a test.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSP107	Practical – II : Personality and Personal Development	P – 2	0	2	2
Learning Objectives	To familiarize students to psychological tests those assess personality To apply theoretical knowledge in practice To enhance the professional skills of the student				

Personality and Personal Development: Content analysis of an autobiography based on characteristics of a mature personality (Allport). Self actualizing tendencies (Rogers).

Skill development: The practical class is meant for additional skill development. This covers the following:

1. Journal club: intended towards the development of analytical skills. The student may get familiarized with the latest trends and methods in psychological research and helps him to have updated information.

2. Paper presentation: the student is expected to make individual paper presentations, (which can also be based on individual exploratory studies- discuss the relevance of the topic, method used, analysis done and substantiate the findings.) This is intended towards the development of basic communication and presentation skills.

3. Debate/group discussion: discussion based on issues of social relevance will be made and student participation in the above will be monitored.

4. Extempore: students are expected to make presentations based on current social issues.

M.Sc. Sports Psychology (Semester II)

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC201	Advanced Statistics and Scientific Data Processing	C – 4	4	0	4
Learning Objectives	To provide a basic understanding of data analysis using statistics To use computational tools on problems of applied nature.				

UNIT- I

Need of Statistics in Sports Psychology; Nature of Data: Four Levels of Data – Nominal, Ordinal Interval & Ratio; Graphical representation of Data: Line Diagram, Pie Diagram, and Bar Diagram Frequency Distribution: Frequency Polygon, Frequency Curve, Histogram, Ogives. Application of Measures of Central tendency & variability and their characteristics. Relative and absolute variability, Coefficient of variation.

UNIT –II

Two approach to Probability – Classical & Axiomatic; Addition Theorem & Multiplication Theorem, Calculation of Probabilities. Normal Distribution: Properties of Normal Curve, Skewness & Kurtosis, Problems based on Normal Distribution. Developing norms in the form of grading, Percentile Scale, T- Scale, Scales based on difficulty ratings.

UNIT –III

Concept of correlation & regression – Scatter diagram, linear correlation, rank correlation. Linear regression equation with two variables. Partial correlation coefficients of first and second order. Multiple correlation coefficients involving three variables. Sampling distribution of Means, Standard Error of Mean, Interval estimates and Point estimates; Coefficients interval for mean. Testing of Hypothesis – Region of Acceptance & Region of Rejection null & alternative Hypotheses: Level of Significance, type I & Type II errors, one tailed & two tailed Tests, degrees of freedom, procedure in testing of hypothesis.

UNIT –IV

Large Sample test (z-test) for means for one sample and two samples; Small sample test (t-test) for means for one sample and two samples – dependent and independent samples, F-test. Chi- Square Test for goodness of fit and testing independence of attributes. One way Analysis of Variance, Post- hoc Tests – LSD & Scheffe.

UNIT –V

Scientific data processing – fundamental data structures (variables, data types, lists, arrays, classes, files) to store scientific data; fundamental control structures (loops, conditions, if-statements, functions) for processing

scientific data; reading of data from sensors or databases; converting data between different file formats; Linkage of data between different sources; validation of data; calculation of indicators; visualization of data.

LIST OF PRACTICAL

1. To prepare the class intervals & write the frequencies by using the tally counts.
2. Computation of Correlation matrix.
3. Calculation of partial correlation.
4. Calculation of multiple correlations.
5. Calculation of t- ratio for related and unrelated groups.
6. Calculation of Z- ratio for testing the hypothesis.
7. Preparing the Percentile Scale.
8. Calculation of Chi-Square.
9. Calculation of the One Way ANOVA with equal & unequal sample sizes.

Reference:

1. Clarke, David H. Clarke, Harrison H. Research Process in Physical Education, New Jersey: Prentice Hall Inc. 1984.
2. Jerry R. Thomas, Jack K. Nelson and Stephen J. Silverman., Research Methods in Physical Activity (5th Ed), New York: Human Kinetics, 2005.
3. Chris Gratton and Ian Jones., Research Methods for Sports Studies, London: Routledge, Taylor & Francis Group, 2004.
4. John W. Best and James V. Kahn., Research in Education (9th Ed.), New Delhi: Prentice Hall of India Pvt. 2006.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC202	Positive Psychology	C - 5	4	0	4
Learning Objectives	To develop an understanding of the concept of positive psychology To apply the various principles of positive psychology for self development To assist in enhancing positive development in others				

Unit-I

Positive Psychology Introduction and historical overview of Positive Psychology, Positive prevention and positive therapy

Unit-II

Subjective well-being The science of happiness and life satisfaction, Resilience in Development, Concept of flow, Positive affectivity, Social construction of self-esteem

Unit-III

Role of personal control in Adaptive functioning Optimism, Hope, Self efficacy, goal-setting for life and happiness

Interpersonal relationship Enhancement of closeness, compassion, forgiveness and gratitude, love, empathy and altruism

Unit-IV

Positive response to loss Role of humour, Spirituality

Unit-V

Application of Positive Psychology Living well at every stage of life, Positive Psychology for children, Positive schooling, Ageing well.

References:

1. Snyder, C.R., Lopez, S.J. (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.
2. Snyder, C.R., Lopez, S.J. (2011). *Positive Psychology*. (2nd ed.) New Delhi: Sage Publications.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC203	Psychology of Intelligence, Learning and Motivation	C – 6	4	0	4
Learning Objectives	To explain different theoretical approaches to the concept of intelligence To describe the process by which learning takes place To describe the role of motivation and emotion on behaviour				

Unit-I

Intelligence Concept and definition of Intelligence. Theories of intelligence: Factor theories; Spearman, Thurston. Theories of multiple intelligence: Guilford, Gardner and Steinberg. Hierarchical approach: Carroll. PASS model: J.P. Das. Cattell & Jenson. Emotional intelligence: Goleman.

Unit-II

Learning Early and modern theories of learning: Behaviourists: Pavlov, Thorndike, Skinner, Watson, Guthrie, Estes (in brief). Neo-behaviourists: Tolman, Hull, Spence. Attribution theory: Weiner (in brief) Neurophysiological approach: Hebb.

Unit-III

Social and Cognitive Theories of Learning Information processing: Miller. Cognitive theories: Koffka, Kohler, Lewin (gestalt), Bruner, Piaget. Social & situational theories: Bandura, Wenger, Salomon.

Unit-IV

Emotion Psychophysiology of emotion. Theories of emotion: Canon-Bard, James-Lange, Arousal-interpretation theory: Schachter & Singer. Cognitive appraisal theory: Lazarus, Smith & Kirby. SPAARS approach

Unit-V

Motivation Theories of motivation: Process and content theories: Drive concept: Hull & Spence Ethological: Lorenz. Psychoanalytic: (in brief) S-R: Skinner. Associationistic view: Watson. Expectancy- valance: Tolman, Vroom.

Theories of Motivation Maslow's hierarchy of motives, Alderfer and Herzberg (brief). Opponent process: Solomon Contributions of Rotter, Bandura, Zuckerman, Weiner, Covington (in brief) Cognitive view: Lewin & Atkinson. Arousal theory: Yerkes-Dodson law.

Reference

1. Beck, R.C. (2005). Motivation: Theories & Principles. India: Pearson Education
2. Cofer, C. N., & Appley, M. H. (1964). Motivation: Theory and Research., John Wiley & Sons Inc.
3. Hilgard, E. R., and Bower, G.H. (1975), Theories of Learning. USA: Prentice- Hall, Inc..
4. Klein S.B. () Learning: Principles and Applications. New Delhi: McGraw-Hill, Inc.
5. Mowrer, R. R., & Klein, S. B. (2000). Contemporary Learning Theories. USA: Lawrence Erlbaum Asso, Inc.
6. Petri, H. L. (1991) Motivation: Theory, Research and Applications. USA: Wordsworth Publishing Company.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC204	Testing and Measurement in Sports Psychology	C – 7	4	0	4
Learning Objectives	To provide foundation on the basics of Psychological testing To equip students on constructing psychological tests To develop skills in analyzing decisions and applying tests				

Unit-I

Methods of Assessment Testing Vs assessment, Definition of test, Characteristics, Types of tests, Data collection methods: Observation- survey, case study; Interview; Psychological tests. Rating scales – types, need for statistics in Psychology.

Research lab- Interview, Observation

Unit-II

Scales of measurement Properties of scales, Psychological scales and Psychophysical scales. Research lab – psychophysics experiment

Unit-III

Reliability and Validity Types- Test-retest, Alternate forms, Split half, Coefficient alpha, KR-20, Interscorer reliabilities, methods, validity – types - Content, Criterion related, Construct, Face validities

Unit-IV

Test construction Item writing, Item analysis- Item difficulty, Item discrimination and Inter-item Correlation, Norms, standardization procedure, manual preparation, revising tests. Research lab – locally standardizing tests.

Tests and decisions Decision outcomes, base rate, selection ratio, incremental validity, Taylor Russell table

Unit-V

Application and Issues of Testing Internet testing and computer based interpretations, Tests for special population. Research Lab- Constructing a test.

References:

1. Anastasi, A. (1997). Psychological testing, Mac Millan and Co, New York.
2. Kaplan, R. M., and Sacuzzo, D. P. () Psychological testing (3rd edition). California: Brooks/ Cole publishing company.
3. Murphy, K. R., & Davidshofer, C. O. (1994). Psychological testing - Principles and applications. New Jersey: Prentice Hall.
4. Silverman, D. (2006). Interpreting qualitative data: Methods for analyzing talk, text and interaction. New Delhi: Sage Publications
5. Singh, A. K. (2002). Tests, measurements and research methods in behavioral sciences. Patna: Bharati Bhawan Publishers.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSP206	Practical III– Psychological	P – 3	0	2	2

	Assessment of Personality				
Learning Objectives	To familiarize students to psychological tests those assess personality To apply theoretical knowledge in practice To enhance the professional skills of the student				

Objective Tests EPI /EPQ 16 PF EPPS Mathew Maladjustment Inventory. Emotional Intelligence inventory Beck's Depression Inventory State Trait Anxiety Inventory Bell Adjustment Inventory

Projective Tests Sentence Completion Test Word Association Test Rozenweig's Picture Frustration Test TAT Rorschach Ink Blot Test. Projective Drawings

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSP207	Practical IV– Psychology of Intelligence, Learning and Motivation	P – 4	0	2	2
Learning Objectives	To familiarize students to psychological tests those assess intelligence and motivation To apply theoretical knowledge in practice To enhance the professional skills of the student				

Visit /interact with play school/primary students. Make a report of the type of teaching/learning practices. Apply/test the effectiveness of different learning/ memory /reinforcement techniques

M.Sc. Sports Psychology (Semester III)

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC301	Principles of Neuropsychology	C – 8	4	0	4
Learning Objectives	To enable the students to understand the basics of functional aspect of brain To understand the brain – behavior relationship To understand localization of psychological processes and functions				

Unit-I

Neuropsychology – Basic Concepts, Elements. Neuropsychological syndromes, functional systems, double dissociation of function, disconnection syndrome, brain plasticity, cerebral dominance, hemispherectomy, cerebral commissurotomy.

Unit-II

Disruption of Higher Cerebral Functions Common neurological and cerebrovascular disorders. Aphasia, agnosia, apraxia, amnesia. Cognitive and brain changes associated with normal aging. Neuropsychological defects associated with stroke, brain tumours, head injuries, cortical and subcortical dementias,

Unit-III

Functional Aspects of Frontal Lobe Basic Anatomy, Frontal lobe syndrome, strategy application disorder, prospective remembering, confabulation, utilization behaviour, lesion studies and cognitive change, laterality and frontal lobe, frontal adynamia, frontal lobe and personality.

Unit-IV

Functional aspects of temporal lobe Basic Anatomy, Auditory perception, Visual perception, Olfactory function, Behavioural changes with temporal lobe epilepsy, hallucination and illusions, electrical stimulation, lesion and cognitive change

Unit-V

Functional aspect of parietal lobe Basic anatomy, sensory and perceptual disturbances, disorders of intersensory association, and spatial orientation, constructional apraxia, spatial alexia and acalculia, unilateral spatial neglect, disorders of body schema, , the Gerstmann syndrome, parietal lobe and STM

Functional aspect of occipital lobe Occipital lobe: cerebral blindness, hysterical blindness, visual agnosia, visual hallucination, electrical stimulation

Reference:

1. Darby, D., & Walsh, K. (2005). Walsh’s Neuropsychology. A Clinical Approach, Fifth edition. UK: Elsevier.
2. Kolb, B., & Whishaw, I. Q. (2003). Fundamentals of Human Neuropsychology, Fifth edition.
3. Schneider, A. M., & Tarshis, B. (1986). Introduction to Physiological Psychology, Third edition. New York: Random House
4. Zillmer, E. A., & Spiers, M. V. (2001). Principles of Neuropsychology. USA: Wadsworth.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC302	Fundamentals of Sport and Exercise Psychology	C – 9	4	0	4
Learning Objectives	Helping individuals to understand the role of exercise on health Understanding how participation in sport, exercise, and physical activity affects their psychological development, health, and well-being.				

Unit-I: Physical activity and health Benefits of physical activity, Exercise and nutrition, effect of physical health on mental health. Emotional health, the mind body connection.

Unit-II: Understanding Sport and Exercise Psychology History of sport psychology, Recent trends in the field of sport psychology. Sources of influence on social development and sport.

Unit-III: Exercise Adherence Factors affecting exercise adherence: Personal, Environmental and Physical activity characteristics, Life style and physical activity.

Unit-IV: The mental side of sport, physical activity and mental health, Introduction to sport psychology, Psychological factors affecting sport performance Factors influencing the mental demands of a given sport, Sport and exercise psychology as an academic discipline, What do sport psychologist do?

Unit-V: Theoretical frame works in sport and exercise behavior Belief-attitude Theories, Competence-based theories, Control-based theories, Stage- based theories, Hybrid model

Physical activity and quality of life Physical activity and Physical functioning, Physical activity and subjective well being, Exercise and stress management, Peak performance and flow.

References

1. Jervis, M. (2005). Social Psychology: A Student Handbook. NewYork: Routledge Publication.
2. Tenenbaum, G., & Robert C. (2007) Handbook of sport psychology (3rd ed). USA: John Wiley Publishers.
3. Weinberg, R., & Gould, D. (2006). Foundation of Sport and Exercise Psychology (4thed.). Human Kinetics Publishers.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC303	Psychology of Sports Coaching	C – 10	4	0	4
Learning Objectives	To provide students with knowledge and skills related to sports coaching. To assist students in analyzing the principles and practices of sports coaching and sports psychology in relation to individual and team sports. To assist students in understand the applications of sport psychology, and to apply it in real sport settings				

Unit-I

Skill acquisition and expertise Classifying abilities, Classifying skills, The existence of superability and the nature–nurture debate in sport, Stages of skill acquisition, The information-processing approach to skills

Unit-II

Mental Skills Training in Sport Mental skills for athletes and coaches, Foundation skills, performance skills, personal development skills and team skills, Frame work for mental skills training.

Unit-III

Establishing and Maintaining Physical Exercise Theoretical models of health promotion, Intervention delivery mechanisms.

Unit-IV

Goal Setting and Performance Feedback Principles of Effective Goal Setting, Time management and task management, Handling pressure and winning habits.

Attention, control and Self-Confidence Mastering the art of focus, increasing concentration in sports, Control theory.

Unit-V

Intervention training Arousal Energizing Strategies, Relaxation, Self talk , Mental imagery, Psychology of Sport Injury Rehabilitation, Ethics In Sport Psychology.

References:

1. Jervis, M. (2005). Social Psychology – A Student Handbook. NewYork: Routledge Publication.
2. Luiselli, J. K., & Reed, D. D. (2011). Behavioural Sport Psychology. New York : Springer.
3. Weinberg, R., & Gould, D. (2006). Foundation of Sport and Exercise Psychology (4thed). Human Kinetics Publishers

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total

19MPSE304	Department Elective (Select any one)				
	a. Nutrition for Health, Fitness and Sport	E - 4	4	0	4
	b. Psychology of Differently Abled				
Learning Objectives	To understand the role of nutrition for maintenance and developing health, fitness and sports performance.				
	To understand children who are differentially abled. To identify the risk factors and causal factors of disabilities. To explore and understand the different remediation and rehabilitation process involved in the field of such disability.				

a. Nutrition for Health, Fitness and Sport

UNIT – I

Introduction to nutrition for health, fitness and sports performance; Exercise and health related fitness; Nutrition and health related fitness; nutrition, exercise and sports related fitness; dietary supplement and health; dietary supplement and sports performance; nutritional quackery in health and sports.

UNIT – II

Healthful nutrition for fitness and sports; the balance diet and nutrient density; healthful dietary guidelines; vegetarianism. Human energy; measures of energy; human energy systems; human energy metabolism during rest; human energy metabolism during exercise; human energy system and fatigue during exercise.

UNIT – III

Carbohydrates: dietary carbohydrate, metabolism and function, carbohydrates for exercise, carbohydrate loading, carbohydrate as ergogenic aspects. Fats: metabolism and function, fats and exercise, fats as ergogenic aspects, dietary fats and cholesterol an health implication.

UNIT – IV

Protein, metabolism and function, protein and exercise protein as ergogenic aspects. Vitamins: basic facts, fat soluble vitamins, water soluble vitamins, vitamins supplements as ergogenic aspects, vitamins supplements for health. Minerals, micro minerals, trace minerals, minerals supplements for health and exercise.

UNIT - V

Water, electrolytes, regulation of body temperature, fluid and electrolyte losses, fluid, carbohydrate and electrolyte replacement, ergogenic aspects, health aspects, heat injuries, high blood pressure.

REFERENCES

Williams, M.H. (2007). Nutrition for Health, Fitness and Sports (8th Edition), McGraw-Hill Higher Education, Boston USA.

b. Psychology of Differently Abled

UNIT - I

Introduction to differentially abled (Exceptional Children) Concept of Impairment, Disability and Handicap, Definitions and types of exceptional children.

Concept of special education Objectives, Needs, Special education services, Integrated education- Scope, importance and Application, Mainstreaming-Scope, components and efficacy.

UNIT - II

Understanding differentially abled children-Physical disability Definition, characteristics, assessment, diagnostic criteria, etiology of Physically disabled - Visual impairment, Hearing impairment, Orthopedic handicap, Speech and Language handicap, -Multiple disabilities.

UNIT - III

Remediation, Training and educational provision-Physical disability Physically disabled- Visual impairment, Hearing impairment, Orthopedic handicap, Speech and Language handicap, Multiple disabilities.

UNIT - IV

Understanding differentially abled children-Developmental disability. Definition, characteristics, assessment, diagnostic criteria, etiology. Developmental disabilities, mentally challenged, Learning disability, learning backwardness and learning problems, Emotional problems, ADHD, Autism, Others.

UNIT - V

Remediation, Training and educational provisions-Developmental disability. Mentally challenged, Learning disability, learning backwardness and learning problems, Emotional problems, ADHD, Autism, Others.

References

1. AAAMR Ad Hoc Committee on Terminology and classification.
2. Farrell, M. (2009). Foundations of Special Education: An introduction. Chichester: Wiley-Blackwell.
3. Hallahan, D., & Kauffman, J. (1994). Exceptional Children. MA: Allyn& Bacon.
4. Hoff, E. (2008). Language development. CA: Thomson Learning
5. Tolmie, A. (2011). Educational Psychology: Research on cognitive and biological factors. Edited: Davey, G. Applied Psychology. UK: Blackwell.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSX305	Principles of Sport Psychology	E – 6	3	0	3
Learning Objectives	To help individuals understand the psychological principles behind athletic performance. To help individuals understand the social context of sport				

Unit-I

Sport in Context: The Social Psychology of Sport Attitude to sport, Social Facilitation, Social Loafing, Team Dynamics and Development, Causal attribution in Sport, Violence and Aggression in Sport, Athlete burn out.

Unit-II

Cognitive Psychology and Sport Cognitive style and Sport, Self efficacy, Attentional style and performance, Attribution of self and Others, Situational and interactional approaches to sport behaviour

Unit-III

Understanding Motivation Intrinsic and extrinsic motivation, Theories of motivation, Pathological motivation and sport Feedback and Reinforcement.

Unit-IV

Arousal, Stress, and Anxiety Definitions of arousal, anxiety and stress, Factors inducing anxiety and stress, The relationship between arousal and performance, The relationship between anxiety and performance, Managing Stress.

Unit-V

Social factors in sporting performance Groups and teams, Social facilitation, Negative effects of team membership, Leadership.

Emotions in Sport Current Issues and Perspectives , Characteristics of emotional experience, IZOF model, Emotion performance relationship, Coping in sports.

Reference:

1. Moran, A.P. (2004). Sport and Exercise Psychology, A Critical Introduction. New York: Routledge.
2. Kremer, J., & Scully, D. (2001). Psychology in Sport. Taylor and Francis Publishers.
3. Smith, L. H., & Kays, T. M. (2010). Sports Psychology for Dummies.
4. Weinberg, R & Gould, D. (2006). Foundation of Sport and Exercise psychology (4thed). Human Kinetics Publishers.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSP306	Practical – V : Neuropsychological Assessment	P – 5	0	2	2
Learning Objectives	To identify, quantify and describe changes in behaviour related to the cognitive integrity of the brain and to understand the instances where neuropsychological consultation is useful To learn comprehensive assessment of a wide range of cognitive and behavioural areas of functioning To develop an understanding of different Neuropsychological batteries and Neuro rehabilitation To apply theoretical knowledge in practice To enhance the professional skills of the student				

Areas of Neuropsychological assessment	Tests used
Orientation / Screening	Mini Mental State Examination, Addenbrooke’s Cognitive Examination
Sensation / Perception	Halsted Reitan Neuropsychological battery subtest
Attention and Motor function	Letter Cancellation test, Digit span test Copying task , Finger Oscillation Test
Visual Spatial	Visuo Object Space Perception subtest Benton’s line orientation test, Block design test
Language skills	Verbal fluency test (FAS test)
Memory	Rey Auditory Verbal Learning Test, Wechsler Memory Scale, Benton Test of Visual Retention
Abstract Reasoning/ judgment/ problem solving	Wisconsin Card Sorting Test, Stroop Test, Trail Making test, Clock drawing, Tower of London, Standard Progressive Matrices

Emotional /Psychological Distress	Beck's Depression Scale, Neuropsychiatric Inventory
Activities of Daily Living	Instrumental Activities of Daily Living

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MSPP307	Practical – VI : Fundamentals of Sports and Exercise Psychology	P – 6	0	2	2
Learning Objectives	To provide an understanding of the application of theory to real 'applied' situations within sport and exercise settings.				

Field Observation

- 1) Select a physical activity instructor (physical activity teacher, coach, fitness leader, or athletic trainer) to observe in a group setting (the instructor should be working with four or more individuals during your observation period).
- 2) Observe instruction of a group physical activity and coding instructor behavior using the Coaching Behavior Assessment System (CBAS; Smith, Smoll, & Hunt 1977);
- 3) Integrating and apply the knowledge of sport and exercise psychology to a practical setting.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSI308	Internship and Case Study	I - 1	0	2	2

In the third semester, each student is expected to have practical exposure based on his/her area of specialization. The student has to do the internship for a minimum of 10 hrs per week, thus making a total of 200 hours by the end of the fourth semester. This is to be done under the supervision of a teacher and the student has to submit a report on his activities in the institution/setting (clinical setting/ organization/ school setting/ community/sport institution). The student should also do case study and submit 5 individual cases of relevance as separate work. Apart from internal evaluation, both the report and case study will be evaluated for the external examination.

M.Sc. Sports Psychology (Semester IV)

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC401	Mind, Motion and Performance	C – 11	4	0	4
Learning Objectives	To provide students with theoretical knowledge on the role of mind in sports performance. To assist students in analyzing the principles and practices of sports coaching and sports psychology in sports performance. To assist students in understand the applications of sport psychological interventions in diagnosing psychophysiological and psychosocial issues that demands for counseling and treatment				

Unit – I

Motor learning, control, biomechanics, central and peripheral system, methods used in sports - Biopsychology, developmental, social, cognitive psychology, methods used in psychology - Transfer of knowledge - Understand the evaluation of performance in sport and psychology

Embodiment enactivity of cognition - embodied perception, embodied cognition - information processing, - cognitive functioning (cognition)

Unit – II

Mind, motion and performance/ embodiment perspective in sport settings - Related to addresses/ coachees like athletes, players, coaches, referees, parents etc. - perception – action - perceptual processing - problem solving - decision making in sports

Applying diagnostics, and intervention - information processing of athletes and coaches and referees - decision making - mental training techniques and interventions (e.g. focus of attention, self instruction, self talk) - coaching

Unit – III

Intervention - Theory based modeling of intervention/treatments - Nature/structure of psychological intervention/treatments - Individual vs. group treatments - Effect bias (environment, situation, persons) - Treatments in research - Treatments in applied sport psychology

Unit – IV

Diagnostics - systematic of psychological objects of diagnostic - diagnostic approaches in sport psychology - quality criteria - questionnaire - interview - observation/behavior measurement - psycho-physiological measurement - Multi-method/ mixed methods - Assessment Center - psychological opinion (expert report) - ethical concerns of counselling processes

Unit – V

Evaluation - process of evaluation (overview) - evidence levels - evaluation of counselling processes - Diagnostics, intervention and evaluation in experimental settings - Diagnostics, intervention and evaluation in field studies - Diagnostics, intervention and evaluation in applied settings like sport psychological counseling and working with athletes/teams considering lecture content

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC402	Motivation, Emotion and Group Dynamics	C – 12	4	0	4
Learning Objectives	To provide students with theoretical knowledge on the role of motivation, emotion and group dynamics in sports performance.				

Unit – I

Motivational phenomena: intention-behavior-gap, dropout/adherence, flow social facilitation, social loafing, social contagion, social compensation - Theories of motivation and volition – predictors, processes and outcome variables (e.g. Self- Determination Theory, Health-Belief-Model, Theory of planned behavior, social-cognitive theory) - Motivation and emotion - Motivation as a state or trait variable - Studies on motivation in different settings and indications across the life span

Unit – II

Diagnostics of motivational and emotional states (e.g., questionnaires) in research an application - Interventions of motivational and emotional states (e.g. motivational interviewing, self talk, goal setting, autonomy support) - Evaluation of motivational and emotional states in research an application

Applying motivation-enhancing and emotion- regulating strategies on a single case - Supervision and intervision

Unit – III

Theories of social relationships (e.g. social identity theory, balance theory, leadership theory, attachment theory, need theories, role theories etc.) - Structures of social relationships - Processes in social relationships -

Outcomes of social relationships: social support, identification, social wellbeing, cohesion, motivational climate etc. - Research in sport and exercise psychology on social relationship theories

Unit – IV

Developing treatments and interventions for groups and teams: e.g. group goal setting, group identification enhancement, team development, optimizing social support, communication, cohesion - Evaluating treatments and interventions for groups and teams: e.g. group goal setting, group identification enhancement, teambuilding, optimizing social support

Developing treatments and interventions for coaches and parents: e.g. role clarification, optimizing leadership behaviour and communication, autonomy supportive behaviour - Evaluating treatments and interventions for coaches and parents: e.g. role clarification, optimizing leadership behaviour and communication, autonomy supportive behaviour

Unit – V

Influence of emotions and stress on cognition: distinction between executive (e.g. decision-making, inhibition, working memory, cognitive flexibility) and non-executive functions (e.g. reaction time) - Heart rate variability: a physiological marker indexing emotion, stress and cognition - Personality-trait-like individual differences: how they influence the emotion-cognition relationship (e.g., emotional intelligence, intuition, reinvestment) - Electroencephalography: emotion-cognition relationship at the brain level - Interventions: based on heart rate variability monitoring, brain measures, and personality-trait-like individual differences

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSC403	Introduction to Social Psychology	C - 13	4	0	4
Learning Objectives	To describe the nature and scope of Social Psychology To understand the need, significance and aim of Social Psychological research To apply principles of Social Psychology to different areas of social life				

Unit-I

Nature and concept of social Psychology Historical development of Social Psychology. Scientific approach: Methods of Social Psychology: methods of data collection & analysis; observation, correlation, experimentation, ethnography. Ethical issues: deception, informed consent, debriefing, minimal risk.

Unit-II

Social cognition Person perception & social cognition: attribution theory; errors in attribution, positivity bias. Understanding one's own behaviour: social comparison, self-perception theory.

Unit-III

Group dynamics: Nature and dynamics of group, theories of group formation. Group conflict and group action. Crowding and crowd behaviour: social identity theory, theories of crowd behaviour. Co-operation, competition and conflicts.

Unit-IV

Social influence: Concepts and theories of Social influence: minority influence, dynamic social impact theory, expectation –states theory, structural approach. Areas of social influence: compliance, conformity, obedience. Theories & factors affecting pro-social behaviour. Nature, types, theories & causes of aggression. Measures to reduce violence.

Unit-V

Scope & applications of social psychology Population Psychology, legal system, health & environmental Psychology. Current trends in social Psychology: cognitive perspective, multicultural perspective.

Reference:

1. Andreyeva,G.(1990). Social Psychology,Progress Publications,Moscow.
2. Aronson, E.,Wilson,t.d.&Akert,R.M.(2010). Social Psychology, Upper Saddle River,NJ:prentice Hill.
3. Banister, P.Burman,E.Parker,II.Tylor,M.&TindallC. (1994).Qualitative methods in Psychology:a research Guide, Buckingham Open University Press.
4. Baron,R.A.&byrne,D.(1997).Social Psychology,Boston,Allyn&Bacon.
5. Berkowitz,L.(1993).Aggression: it's causes,consequences,&control.New York: McGraw-Hill.
6. Feldman,R.S.(1985). Social Psychology:theories,research&applications, New York:McGraw-Hill.
7. Myers,D.G.(2010). Social Psychology,New York:McGraw-Hill.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSD404	Project Work / Dissertation	D - 1	0	6	6

The student has to do a dissertation based on a topic of his own choice and under the supervision of a teacher. The project work shall begin by the third semester. The student has to plan a research proposal and make an initial synopsis presentation wherein he introduces the problem, its relevance, the method, expected outcome etc., and internal evaluation of the presentation will be made. The supervising teacher will monitor the student's progress in the study which will be evaluated internally. The final project report has to be submitted in the prescribed format (APA guidelines) by the end of the fourth semester which will be evaluated for the external examination. The student should produce a synopsis of his research work for the external examination and also make a power point presentation of the same.

VIVA

There will be a comprehensive viva at the end of the fourth semester based on the theory papers the student has covered in the four semesters, which will be evaluated externally.

Course No.	Course Title	Course Type	No. of Credits		
			Theory	Practical	Total
19MPSV405	Field Visit	V	0	1	1
