

**Department of Liberal Education**  
**Era University, Lucknow**  
**Course Outline**  
**Effective From: 2023-24**

<b>Name of the Program</b>	<b>B.A. / B.Sc. (LIBERAL EDUCATION)</b>			<b>Year/ Semester:</b>	<b>1<sup>st</sup> / 2<sup>nd</sup></b>
<b>Course Name</b>	<b>Positive Psychology</b>	<b>Course Code:</b>	<b>PSY102</b>	<b>Type:</b>	<b>Theory</b>
<b>Credits</b>	<b>05</b>			<b>Total Sessions Hours:</b>	<b>75 Hours</b>
<b>Evaluation Spread</b>	<b>Internal Continuous Assesment:</b>	<b>50 Marks</b>		<b>End Term Exam:</b>	<b>50 Marks</b>
<b>Type of Course</b>	<input type="radio"/> Compulsory	<input checked="" type="radio"/> Core	<input type="radio"/> Creative	<input type="radio"/> Life Skill	
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>The objective of this course is to provide insight to students about what makes for a happy emotional state and how to cultivate that state in oneself and others.</li> <li>Student will be able to apply optimistic thoughts for overall sustainable development.</li> <li>Students will look at what makes people happy and how healthy connections might improve quality of life.</li> <li>Students will analyze the link between overcoming obstacles and being positive.</li> </ol>				
<b>Course Outcomes (CO):</b> <i>After the successful course completion, learners will develop following attributes:</i>					
<b>Course Outcome (CO)</b>	<b>Attributes</b>				
<b>CO1</b>	It will also ease the understanding of positive aspects of human behavior through the wisdom embedded in Eastern and Western philosophy.				
<b>CO2</b>	Student will be able to develop positive emotions, develop motivation, character strengths in personality and ultimately have the concept of true happiness as well as subjective wellbeing.				
<b>CO3</b>	Pupil will be able to understand the concept of wellbeing in different stages of life and develop positive coping, resilience and optimism in life.				
<b>CO4</b>	Student will have the understanding of various dimensions of love and healthy relationships across their life span in different contexts. The pupil will also have an insight into the phenomenon of experiencing flow and mindfulness so that they can have a meaningful life.				
<b>Pedagogy</b>	Interactive, discussion-bases, student-centered, presentation.				
<b>Internal Evaluation Mode</b>	Mid-term Examination: 20 Marks Activity: 10 Marks Class test: 05 Marks Online Test/Objective Test: 05 Marks Assignments/Presentation: 05 Marks Attendance: 05 Marks				
<b>Session Details</b>	<b>Topic</b>			<b>Hours</b>	<b>Mapped CO</b>
<b>Unit 1</b>	<ul style="list-style-type: none"> <li>An Introduction to Positive Psychology-Dimensions, Scope and basic themes</li> <li>Eastern and Western perspectives of Psychology</li> <li>Wellbeing and Positive Emotions (Basic Emotions, and its Components; Moods);</li> </ul>			15	CO1

	<p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1.Prepare report on Sensory Awareness and ‘Silver Linings’</li> <li>2. Brainstorm and report Strategies for creating good mood</li> <li>3. Compare and prepare a report on religion as a tool for holistic wellbeing from your preconditioned thought process.</li> <li>4. Any Practicum(s)/Activity(s)/Assignment(s) suggested by the teacher (optional)</li> </ol>		
<b>Unit 2</b>	<ul style="list-style-type: none"> <li>● Wellbeing and Motivation: Types and Related theories</li> <li>● Wellbeing and Emotional Intelligence</li> <li>● Well-Being and Happiness: Types and Related theories;</li> <li>● Subjective Wellbeing: Predictors and its measurement;</li> <li>● Character Strengths</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1.Exploring Intrinsic Interest</li> <li>2.Prepare a report on Emotional Intelligence</li> <li>3. PERMA</li> <li>4. Any Practicum(s)/Activity(s)/Assignment(s) suggested by the teacher (optional)</li> </ol>	20	CO2
<b>Unit 3</b>	<ul style="list-style-type: none"> <li>● Well-Being Across the Lifespan (Explanation using Erikson’s theory and Balte’s theory)</li> <li>● Different Paths To Maturity: Resilience</li> <li>● Adjusting To Difficult Life Event and Post Traumatic Growth</li> <li>● Optimism: Positive Thinking</li> <li>● Positive Coping: Dimensions, Importance of daily hassles; Coping Styles</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. Some theories of well-being say that our perspective on life changes as we age. For this exercise, interview someone who is at least 25 years older than you and ask what they believe is important for a fulfilling and happy life.</li> <li>2. Coping Styles</li> <li>3. PANAS</li> <li>4. Any Practicum(s)/Activity(s)/Assignment(s) suggested by the teacher (optional)</li> </ol>	20	CO3
<b>Unit 4</b>	<ul style="list-style-type: none"> <li>● Leisure and Well-Being</li> <li>● Flow, Optimal Experiences and Peak Experiences in everyday life: Related concepts</li> <li>● Mindfulness: The Buddhist Approach</li> <li>● Love and Well-Being: Genes, Hormones, And Marriage (varieties of love, stability, minding and satisfaction, positive families; Related theories)</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1.Brainstorm and prepare a report what turns an activity into “Leisure”?</li> <li>2. Prepare a report on interviewing a person’s autotelic experiences</li> <li>3. Prepare a report on stability and sustainability of relationships</li> <li>4. Any Practicum(s)/Activity(s)/Assignment(s) suggested by the teacher (optional)</li> </ol>	20	CO4

CO-PO and PSO Mapping														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	1	1	1	3	3	2	2	2	1	1	3	1	1
CO2	2	3	1	3	3	1	3	2	1	1	2	2	2	2
CO3	2	2	2	2	2	1	2	2	3	3	1	2	2	3
CO4	2	2	2	3	1	3	2	2	2	2	3	2	3	2
<i>Strong contribution-3, Average contribution-2, Low contribution-1,</i>														
Suggested Readings:														
<b>Text- Books</b>	<ul style="list-style-type: none"> <li>• Synder, C.R. &amp; Lopez, S.J. (2011). Positive Psychology: The Scientific and practical exploration of Human Strengths. Thousand Oaks, CA: Sage.</li> <li>• Carr, A. (2004). Positive Psychology: The Science of Happiness and Human Strength U.K.: Routledge.</li> </ul>													
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• Noddings, N (2003). Happiness in Education, New York, Cambridge Press.</li> <li>• Peterson, C. (2006). A Primer in Positive Psychology. New York: Oxford University Press.</li> </ul>													
<b>Para Text</b>	<p><b>Suggested Articles/ Movies/Short Film/ Videos</b></p> <p><b>Unit 1</b></p> <ul style="list-style-type: none"> <li>• <a href="https://ppc.sas.upenn.edu/learn-more/readings-and-videos/selected-scholarly-articles">https://ppc.sas.upenn.edu/learn-more/readings-and-videos/selected-scholarly-articles</a> Positive Psychology as a discipline:</li> <li>• <a href="https://www.sciencedirect.com/science/article/pii/S0149763420306801">https://www.sciencedirect.com/science/article/pii/S0149763420306801</a> (Positive Emotions and Wellbeing)</li> <li>• <a href="https://www.youtube.com/watch?v=FJxjBJ7JLMY-">https://www.youtube.com/watch?v=FJxjBJ7JLMY-</a> A cup of Positivity</li> </ul> <p><b>Unit 2</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=OWavCPydQ5k">https://www.youtube.com/watch?v=OWavCPydQ5k</a> – The PERMA Model</li> <li>• <a href="https://www.frontiersin.org/articles/10.3389/fpsyg.2021.653941/full">https://www.frontiersin.org/articles/10.3389/fpsyg.2021.653941/full</a> (Character Strengths and Virtues)</li> </ul> <p><b>Unit 3</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.semanticscholar.org/paper/Three-paths-of-adult-development%3A-conservers%2C-and-Helson-rivastava/091abdd3f0c83fb14036b3fd2cd7357cf1184d62">https://www.semanticscholar.org/paper/Three-paths-of-adult-development%3A-conservers%2C-and-Helson-rivastava/091abdd3f0c83fb14036b3fd2cd7357cf1184d62</a> (Paths to Maturity)</li> <li>• <a href="https://www.youthadtoolbox.org.au/sites/default/files/documents_global/Developing%20Positive%20Coping%20Strategies.pdf">https://www.youthadtoolbox.org.au/sites/default/files/documents_global/Developing%20Positive%20Coping%20Strategies.pdf</a> (Coping strategies for Youth)</li> </ul> <p><b>Unit 4</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.researchgate.net/publication/224927532_Flow_The_Psychology_of_Optimal_Experience">https://www.researchgate.net/publication/224927532_Flow_The_Psychology_of_Optimal_Experience</a> (Flow and Optimal Experience)</li> <li>• <a href="https://www.counsellingconnection.com/index.php/2022/05/03/using-mindfulness-techniques-in-counselling/">https://www.counsellingconnection.com/index.php/2022/05/03/using-mindfulness-techniques-in-counselling/</a> (Mindfulness)</li> <li>• <a href="https://www.therapistaid.com/therapy-worksheet/mindfulness-exercises">https://www.therapistaid.com/therapy-worksheet/mindfulness-exercises</a> (Mindfulness Worksheets)</li> <li>• <a href="https://www.youtube.com/watch?v=O1TrPR466vg">https://www.youtube.com/watch?v=O1TrPR466vg</a> – Mindfulness</li> </ul>													

<b>Recapitulation &amp; Examination Pattern</b>		
<b>Internal Continuous Assessment:</b>		
<b>Component</b>	<b>Marks</b>	<b>Pattern</b>
<b>Mid Semester</b>	20	<b>Section A:</b> Contains <b>10</b> MCQs/Fill in the blanks/One Word Answer/ True-False type of questions. Each question carries <b>0.5 mark.</b> <b>Section B:</b> Contains <b>07</b> descriptive questions out of which <b>05</b> questions are to be attempted. Each question carries <b>03 marks.</b>
<b>Activity</b>	10	Will be decided by subject teacher
<b>Class Test</b>	05	Contains <b>05 descriptive questions.</b> Each question carries <b>01</b> mark.
<b>Online Test/ Objective Test</b>	05	Contains <b>10 multiple choice questions.</b> Each question carries <b>0.5</b> mark.
<b>Assignment/ Presentation</b>	05	Assignment to be made on topics and instruction given by subject teacher
<b>Attendance</b>	05	As per policy
<b>Total Marks</b>	<b>50</b>	

**Course created by: Dr. Madhu Pandey**

**Signature:**

**Approved by: Prof. Meenakshi Gupta**

**Signature:** 