



**PCCU-04-BAP-APPC4054**

**Applied Positive Psychology: Cultivating Strengths, Meaning & Well-being**

**School Specific Elective**

**JSPC B.A. (Hons.) - Fall Semester 2026**

### Course Information

Course Duration: 15 weeks

Credit Hours: 4 (60 hours of instruction)

Meetings: on appointment basis

Location: Academic block

Prerequisites: Basic foundations of psychology

Equivalent Courses: nil

Exclusive Courses: nil

### Instructor Information

#### ***Instructor: Sindhura Yamini***

Biography: Sindhura Yamini is an educator and applied psychology practitioner with a passion for integrating arts-based approaches into teaching and mental health. She is a certified Dance Movement Therapy practitioner and trainer, known for designing experiential sessions that promote emotional resilience and self-awareness. Her work bridges psychology, creativity, and education to foster holistic student development.

Email: [sindhura@jgu.edu.in](mailto:sindhura@jgu.edu.in)

Office: Faculty office, room number 11

Office Hours: 11am-2pm (Mon- Friday)

Homepage: NA

## 1. Course Description

This elective course explores the science and application of character strengths in promoting psychological well-being, resilience, and flourishing in higher education settings. Grounded in positive psychology and the VIA Character Strengths framework, the course integrates the PERMA model to understand and enhance various dimensions of well-being. Students will identify their own signature strengths, engage in experiential and expressive art-based activities, and apply strengths-based strategies to real-life challenges. The course also critically examines the efficacy and cultural relevance of psychological interventions aimed at student mental health. Through reflection, creative exploration, and collaborative projects, students will cultivate self-awareness, emotional resilience, and a deeper understanding of what it means to thrive.

## 2. Course Intended Learning Objectives(Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
To help students analyze their top 5 VIA character strengths, explore their relevance to personal and academic life, and evaluate how these strengths interact with the PERMA model of well-being.	Discussion & administering well-being survey	Individual poster
To deepen students' understanding of strengths-based psychology while fostering collaboration, critical thinking, and real-world application.	Interactive Lectures and activities	In class project
To synthesize learning and apply strengths to personal and academic well-being	Activities, collaborative reflection	Individual presentation

### **3. Scheme of Evaluation and Grading Evaluation breakup**

#### Internal marks – 70%

10 % Class Participation

20 % Poster presentation

20 % In class assessment

20 % Individual Presentation

#### ***Internal breakup***

##### 10% Class Participation

Class participation involves engaging in activities related to the readings and lecture slides, as well as asking questions about any concepts students find unclear. To track engagement, students use the workbook and worksheets provided by the lecturer. These will help them organize their thoughts and contributions, and they will submit them at the end of the semester to receive credit for participation.

##### 20 % Digital Poster presentation

Students complete the survey and identify their top 5 strengths. Then they are required to do a mapping of strengths and reflect on how their top strengths align with their self perception. Reflect on overuse/Underuse. Design a "resilience plan" using 2–3 strengths to address a current stressor.

##### 20% In class assessment

Analyze how character strengths and positive psychology interventions can address real-world challenges, while critically evaluating their efficacy.

##### 20 % Individual Presentation

The students must prepare a presentation (5–7 mins) highlighting top 5 strengths and how they have explored or developed them over the semester connecting it with PERMA and their future goals. They can add a brief critique or insight into the role of strengths-based approaches in education

#### ***External breakup (30%)***

30 % End-Semester Examination

Closed book exam.

## Grade definition

<b>Grade</b>	<b>Percentage of Marks</b>	<b>Grade Value</b>	<b>Grade Description</b>
<b>O</b>	80% and above	<b>8</b>	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles; and extraordinary critical and analytical ability.
<b>A+</b>	75 - 79.75%	<b>7.5</b>	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles; and critical and analytical ability.
<b>A</b>	70 - 74.75%	<b>7</b>	Very Good: Sound knowledge of the subject matter, organizational capacity; ability to synthesize ideas, rules, and principles; critically analyze existing material and originality in thinking.
<b>A-</b>	65 - 69.75%	<b>6</b>	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
<b>B+</b>	60 - 64.75%	<b>5</b>	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
<b>B</b>	55 - 59.75%	<b>4</b>	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study; passable critical and analytical skills.
<b>B-</b>	50 - 54.75%	<b>3</b>	Marginal: Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
<b>P1</b>	45 - 49.75%	<b>2</b>	Pass 1: Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
<b>P2</b>	40 - 44.75%	<b>1</b>	Pass 2: Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
<b>F</b>	Below 40%	<b>0</b>	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Requires student to repeat the course.
<b>P/F</b>	Pass / Fail		Pass or Fail: Pass is awarded with a final grade of 40% or above. Fail reserved for final grade below 40%. This option (selected at start of semester) is only available for semesters taught online.

I	Incomplete	Incomplete: Issued due to extenuating circumstances that prevent the student from completing internal or external marks. If an 'I' grade is assigned, the JSPC Academic Committee will suggest a schedule for the completion of work, or a supplementary examination.
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#### **4. Academic Integrity**

##### Classroom Punctuality and Conduct

JSPC emphasizes professionalism in all classes. Students must be seated within five minutes of the start time; those arriving more than ten minutes late will not be allowed entry. The classroom encourages free expression and critical thinking, requiring respect for differing opinions and active participation in discussions.

##### Participation and Attendance Policy

Class participation Marks will be given to students who actively participate in more than 70 percent of the lectures. Students with less than 75% attendance will not pass this course.

##### Phone/Laptop Usage

In accordance with our classroom policy, all mobile phones must remain in bags during instructional hours. Unauthorised use of phones/music gadgets by students may lead to their confiscation by the course instructor. Repeated violations may incur academic disciplinary measures. Laptops and mobiles are permitted for use only when explicitly allowed by the instructor.

##### Plagiarism

In line with JGU policy, JSPC operates a zero-tolerance approach to plagiarism. The uncredited use of external material within one's own work constitutes a breach of academic integrity and will be thoroughly investigated, potentially resulting in disciplinary action. It is imperative that any utilisation of artificial intelligence tools is properly cited.

#### **5. Keyword Syllabus**

Positive Psychology, Character Strengths, Resilience Building, Wellbeing, Strengths-Based Interventions, Academic Stress

#### **6. Course Material**

##### **Text books**

- I. Peterson, C., & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Oxford University Press. (Introduction and chapters on the classification).
- II. Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. American Psychologist, 55(1), 5-14.

### Reference books

- I. Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081.
- II. Tugade, M. M., & Fredrickson, B. L. (2004). Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality and Social Psychology*, 86(2), 320-333.
- III. Folkman, S. (1997). Positive psychological states and coping with stress. *Social Science & Medicine*, 44(9), 1247-1253.

Journals / Business Magazines : will be shared in class

Web Sources: <https://www.viacharacter.org/professionals/youth>

### 7. Session Plan

Session (with Date)	General Topic	Readings	Approach/Pedagogy
Week 1 Aug 3rd-7th	Introduction to Positive Psychology	Text book	Interactive lecture & discussion
Week 2 Aug 10 <sup>th</sup> -14th	The science of well-being and VIA assessment	Website	Interactive & self diagnostic
Week 2 Aug 10 <sup>th</sup> -14th	Character Strengths and the VIA Framework	Text book	Interactive & self diagnostic
Week 3 Aug 17 <sup>th</sup> - 21st	Strengths reframing and Balance	Biswas-Diener, R., Kashdan, T. B., & Minhas, G. (2011). The power of full engagement: Living life with balance. In K. M. Sheldon, T. B. Kashdan, & M. F. Steger (Eds.), <i>Designing positive psychology: Taking stock and moving forward</i> (pp. 289-301). Oxford University Press.	Collaborative & experiential
Week 4 Aug 24 <sup>th</sup> -28 <sup>th</sup>	Assessment	Poster -viva	20 marks

Week 5 Aug 31 <sup>st</sup> - sept 4 <sup>th</sup>	Working with Top 5 Strengths and weaknesses	Govindji, R., & Linley, P. A. (2007). Strengths use, self-concordance and well-being. <i>Journal of Positive Psychology</i> , 2(3), 191-205.	Self discovery
Week 6, 7,8 Sept 7 <sup>th</sup> - 25 <sup>th</sup>	Understanding 1-3 virtues	Peterson, C., & Seligman, M. E. P. (2004). <i>Character strengths and virtues: A handbook and classification</i> . Oxford University Press. (Introduction and chapters on the classification).	Interactive & art based activity
Week 9 Sept 28 <sup>th</sup> - Oct 2 <sup>nd</sup>	Assessment	In class	20 marks
Week 10- 12 Oct 5 <sup>th</sup> - 23 <sup>rd</sup>	Understanding 4-6 virtues	Peterson, C., & Seligman, M. E. P. (2004). <i>Character strengths and virtues: A handbook and classification</i> . Oxford University Press. (Introduction and chapters on the classification).	Interactive & art based activity
Week 13 Oct 25 <sup>th</sup> -31 <sup>st</sup>	Reflection & application		Workbook submission
Week 13 Oct 25 <sup>th</sup> -31 <sup>st</sup>	Assessment	Portfolio presentation	20 marks
Week 14 Nov 2 <sup>nd</sup> - 6 <sup>th</sup>	Review	Critically evaluating strength based interventions	Discussion & analysis
Week 15 Nov 9 <sup>th</sup> -13 <sup>th</sup>	Reading week		