



O.P. Jindal Global University
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Jindal School of Psychology & Counselling
India's First Transdisciplinary Psychology School

**Cross Listed Elective
Psychology of Well-being and Flourishing
PCCU-02-BAP-PSWF2071**

**JSPC - B.A. (Hons.) Psychology
Course Syllabus (Spring 2026)**

Course Type	Course Code	No. of Credits
Cross Listed Elective	PCCU-02-BAP-PSWF2071	4

Course Coordinator: Prof. Kirti Tyagi

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Course Duration: 15 weeks

Classrooms:

Office Hours:

Course Description:

This course provides students with a comprehensive understanding of the principles, theories, and practical applications of positive psychology. Through a combination of theory, research, and experiential exercises, students will learn how to enhance their own well-being and apply positive psychology concepts to various aspects of life, including personal relationships, education, work, and society.

Prerequisites:

A foundational understanding of general psychology is recommended, such as the completion of an introductory psychology course. Familiarity with basic concepts of human behavior, motivation, and emotion will help students engage more deeply with the material. However, students from diverse disciplines interested in well-being and personal growth are welcome to

enroll. No specific prior coursework is required, but a willingness to explore personal and societal aspects of flourishing is encouraged.

Learning Objectives:

At the end of the course, students will be able to understand:

1. Understand the foundational principles and historical development of positive psychology.
2. Define and measure well-being, positive emotions, and character strengths.
3. Analyze the factors that contribute to happiness and life satisfaction.
4. Explore the concept of flow and its role in achieving optimal experiences.
5. Identify and apply positive psychology interventions for personal growth and well-being.
6. Examine the importance of positive relationships and effective communication.
7. Evaluate the application of positive psychology in education, the workplace, and societal contexts.

Reading Material:

- Positive Psychology: The Science of Happiness and Human Strengths by Alan Carr
- Positive Psychology: Theory, Research and Applications by Kate Hefferon and Ilona Boniwell
- The How of Happiness: A New Approach to Getting the Life You Want by Sonja Lyubomirsky
- The Oxford Handbook of Positive Psychology edited by Shane J. Lopez and C. R. Snyder

Course Evaluation and Grading:

This course will use continuous assessment throughout the semester. The semester-long continuous assessment will lead to the term-end evaluation. Below is a break-up of grading:

Assessment	Marks
Class Participation	10 marks
Group Project	30 marks
Mid-term Examination	20 marks
Dairy/Activity Log Book	10 marks
End-Term Examination	30 marks
Total	100 marks

Description of Assignments:

Class Participation: (10 marks)

Class participation includes but is not limited to taking part in classroom discussions based on readings and lecture slides, attending classes regularly, asking questions or areas of doubt to the lecturer, responding to other student's questions to promote discussions on various topics and taking part with enthusiasm as well as effort in all individual or group assignments. Each student has to maintain a well-being manual from the beginning.

Positive Psychology Product/Program: Group Project (30 marks)

Students will be required to develop a program or product on any scientific topic of positive psychology (well-being, resilience, mindfulness, etc.).

Step	Description	Deliverable	Format	Marks	Timeline
1	Choose a positive psychology topic and review 4–5 academic papers to develop your idea. Prepare a brief overview of the topic, key insights from the literature, and your intended program/product idea and target audience. The idea can be based on already existing intervention, a theory-based program, or research findings-based program. Present your findings and idea in a short presentation.	Topic idea based on research No AI should be used at this phase	Presentation (5 minutes)		Week 4
2	Develop a detailed proposal for a 2-week [optional] positive psychology program or product based on your review. Include objectives, target audience, program structure, sample activities [connected to literature and cited], psychological theory or existing intervention, and evaluation method.	Program/Product proposal Pitch No AI should be used at this phase	Poster or Written doc (max 2 pages), or Pitch slides (max 5 slides)		Week 7
3	Create and showcase a prototype or demonstration of your program/product. This could be a podcast episode, video, physical prototype, infographic, or micro-lesson illustrating your idea in action.	Prototype/demo sample AI can be used for developing demo, worksheets, samples, graphics, pictures	Media file (audio/video/image) + Presentation [5 mins]		Week 13

Mid-term Examination: (20 marks)

An in-class mid-term examination will be held. It will be a closed book examination held as per the guidelines and standards of the end-semester examination. Syllabus- topics covered from week 1 to week 4. Any other details/instructions will be shared in class.

Dairy/Activity Log Book (10 Marks)

Students are required to maintain a Diary/Activity Log Book throughout the duration of the course, documenting their engagement with academic, field-based, or self-reflective activities related to course content. This log should include brief entries that reflect learning experiences, practical observations, class participation, group work, field visits (if applicable), and critical reflections on psychological concepts encountered during the course.

End-term Examination: (30 marks)

There will be one final closed-book exam at the end of the semester consisting of the entire syllabus. The format of the exam will consist of short answer and more detailed long questions

Note: Students are required to get a minimum passing grade in the internal assessments and end-term examination to be able to clear the course and earn necessary credits.

Student Responsibilities:

Students enrolled in this course are expected to:

1. Read all specified units in the textbook by the dates indicated.
2. View/download class materials (PDFs) as you read the assigned chapters.
3. Start working on assignments well in advance so that you get enough time for editing them.
4. Complete and electronically submit all assignments by the date listed on the syllabus. Late submissions will not be accepted. No exceptions, please. However, students with medical emergencies can be allowed to do the late submission but at the sole discretion of the course instructor.

Grade Definition

Grade	Percentage of Marks	Grade Value	Grade Description
O	80% and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and extraordinary critical and analytical ability.
A+	75 - 79.75%	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules, and principles; and critical and analytical ability.
A	70 - 74.75%	7	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.
A-	65 - 69.75%	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems; good critical and analytical skills.
B+	60 - 64.75%	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems; reasonable critical and analytical skills.
B	55 - 59.75%	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study; passable critical and

			analytical skills.
B-	50 - 54.75%	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials; poor critical and analytical skills.
P1	45 - 49.75%	2	Pass 1: Pass with a passable understanding of the subject matter; lacking in critical and analytical skills.
P2	40 - 44.75%	1	Pass 2: Pass with a rudimentary understanding of the subject matter; lacking in critical and analytical skills.
F	Below 40%	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Requires the student to repeat the course.
P/F	Pass / Fail		Pass or Fail: Pass is awarded with a final grade of 40% or above. Fail reserved for the final grade below 40%. This option (selected at the start of the semester) is only available for semesters taught online during Covid.
	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.

Academic Integrity:

Classroom Punctuality and Conduct

JSPC conducts all classes on a foundation of professionalism. It is expected that students will be present in class and seated within five minutes of the class start time. Students arriving after a ten-minute window from the designated start time will be refused entry/attendance. A classroom is a place for free expression and critical thinking—students must respect opinions expressed and actively participate in classroom discussions.

Participation and Attendance Policy

This course covers a lot of detailed information. There is no way to get a good grade without attending class. Students with less than 75% attendance will not pass this course.

Cell Phone Usage

Cell phones are not allowed during classroom hours. The use of phones by students may result in their removal by the course instructor. Repeated violations may result in academic discipline.

Plagiarism

In line with JGU policy, JSPC operates a zero-tolerance approach to plagiarism. The unacknowledged use of material authored by others within your own work is a violation of academic integrity and all reported cases will be investigated for potential disciplinary action.

Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health

conditions, and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Safe Space Pledge

This course may discuss a range of issues and events that might result in distress or provoke strong emotional responses in some students. To make sure that all students collectively benefit from the course, it is incumbent everyone maintains respect towards one another. This does not mean that you must feel restrained about what you feel and say—rather, it is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students but also with the instructor.

Mental Health Services

The Centre for Wellness and Counseling Services (CWCS) provides comprehensive guidance and counseling services to the JGU community. If you are experiencing distress, be it personal, academic, social, or career-related, CWCS has a competent and well-qualified group of counselors available for consultation (personal and group). You can be assured that your confidentiality will always be protected. To schedule an appointment, call 83969 07312 or write an email to cwcs@jgu.edu.in.

Note: Students are requested to carry a small notebook and a jar for the class activity.

Session Plan:

Session	Topic	Objectives	Classroom Activity
Week 1			
W 1.1.	Introduction to Positive Psychology	<p>To understand:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is positive psychology 	<p>Class Activity: Personal Development Activity</p> <p>Reference: Chapter 1, Kate, 2011 Chapte 1, Baumgardner, 2019 Chapter 1, William, 2012</p>
W 1.2.	Introduction to Positive Psychology	<p>To understand:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Historical context <input type="checkbox"/> Positive Psychology Interventions 	<p>Class Activity: Personal Development Activity</p> <p>Reference: Chapter 1, Kate, 2011 Chapte 1, Baumgardner, 2019 Chapter 1, William, 2012</p>
Week 2			
W 2.1.	Introduction to Subjective Well-Being and Happiness	<p>To understand:</p> <ul style="list-style-type: none"> – Concept of happiness – Categories of Happiness – Theories of Happiness – World Happiness Report 	<p>Class Activity: Personal Development Activity</p> <p>Reference: Chapter 3, Kate, 2011 Chapter 5, Snyder, 2002 Chapter 1, Bridget, 2012</p>
W 2.2.	Introduction to Subjective Well-Being and Happiness	<p>To understand:</p> <ul style="list-style-type: none"> – Measuring well-being – Factors influencing happiness – Neuroscientific explanation 	<p>Class Activity: Personal Development Activity</p> <p>Reference: Chapter 3, Kate, 2011 Chapter 5, Snyder, 2002</p>
Week 3			

W 3.1.	Introduction to Positive Emotions	To understand: <ul style="list-style-type: none"> – Positive emotions – Broaden-and-build theory – Cultivating positive emotions 	Class Activity: Positive Emotion Activity Reference: Chapter 2, Kate, 2011 Chapter 9, Snyder, 2002
			Chapter 3, Bridget, 2012
W 3.2.	Introduction to Positive Emotions	To understand: <ul style="list-style-type: none"> – Emotional Intelligence – Neuroscientific explanation 	Class Activity: Emotional Intelligence Activity Reference: Chapter 2, Kate, 2011 Chapter 9, Snyder, 2002 Chapter 3, Bridget, 2012
Week 4	Assessment 1: Positive Psychology Product		
W.4.1	Character Strengths and Virtues	To understand: <ul style="list-style-type: none"> – VIA Classification of character strengths – Assessing and developing character strengths 	Reference: Chapter 10, Baumgardner, 2019 Chapter 9, Bridget, 2012
W.4.2	Character Strengths and Virtues	To understand: <ul style="list-style-type: none"> – VIA Classification of character strengths – Assessing and developing character strengths 	Class activity: VIA questionnaire Reference: Chapter 10, Baumgardner, 2019 Chapter 9, Bridget, 2012
Week 5			
W 5.1	Resilience and Coping	To understand: <ul style="list-style-type: none"> – Resilience: Definition and factors – Coping strategies and building resilience 	Reference: Chapter 5, Snyder, 2002 Chapter 4, Baumgardner, 2019

W 5.2	Resilience and Coping	To understand: <ul style="list-style-type: none"> – Coping strategies and building resilience – Neuroscientific explanation 	Reference: Chapter 5, Snyder, 2002 Chapter 4, Baumgardner, 2019
Week 6			
W 6.1.	Flow and Engagement	To understand: <ul style="list-style-type: none"> – Concept of flow – Activities, work engagement, and encouraging flow experiences 	Reference: Chapter 7, Snyder, 2002 Chapter 2, Carr, 2002 Chapter 4, Bridget, 2012
W 6.2.	Flow and Engagement	To understand: <ul style="list-style-type: none"> □Activities, work engagement, and encouraging flow experiences Neuroscientific explanation 	Class activity: Practice flow in groups Reference: Chapter 7, Snyder, 2002 Chapter 2, Carr, 2002 Chapter 4, Bridget, 2012
Week 7			
W 7.1.	Mindfulness and Well-Being	To understand: <ul style="list-style-type: none"> – Introduction to mindfulness – Mindfulness-based interventions and practice 	Reference: Chapter 13, Bridget, 2012
Week 7.2	Assessment 2- Mid-term examination		
Week 8			
W 8.1.	Mindfulness and Well-Being	To understand: <ul style="list-style-type: none"> – Introduction to mindfulness – Mindfulness-based interventions and practice 	Reference: Chapter 13, Bridget, 2012

W 8.2	Mindfulness and Well-Being	To understand: <ul style="list-style-type: none"> – Introduction to mindfulness – Mindfulness-based interventions and practice – Neuroscientific explanation 	Reference: Chapter 13, Bridget, 2012 Mindfulness based activities
Week 9			
W 9.1.	Positive Education	To understand: <ul style="list-style-type: none"> <input type="checkbox"/> Positive education framework 	Reference: Chapter 10, Kate, 2011 Chapter 16, Charles, 2006
W 9.2.	Positive Education	To understand: <ul style="list-style-type: none"> <input type="checkbox"/> Teaching well-being in schools and the role of educators 	Reference: Chapter 10, Kate, 2011 Chapter 16, Charles, 2006
Week 10	Assessment 3: Educational Content		
W 10.1	Financial Well-being	To understand: <ul style="list-style-type: none"> – Financial well-being – Strategies to attain financial-wellbeing 	Reference: Chapter 6, Bridget, 2012
W 10.2	Financial Well-being	To understand: <ul style="list-style-type: none"> – Financial well-being – Strategies to attain financial-wellbeing 	Class activity: Journal writing Reference: Chapter 6, Bridget, 2012
Week 11			

W. 11.1	Positive Interventions	To understand: <ul style="list-style-type: none"> <input type="checkbox"/> Evidence-based positive psychology interventions 	Class Activity: Role play of various positive interventions Reference: Chapter 8, Kate, 2011
W. 11.2	Positive Interventions	To understand: <ul style="list-style-type: none"> <input type="checkbox"/> Practicing gratitude, kindness, optimism, and developing a well-being plan 	Class activity: Role play of various positive interventions Reference: Chapter 8, Kate, 2011
Week 12			
W 12.1	Positive Psychology at Work	To understand: <ul style="list-style-type: none"> <input type="checkbox"/> Positive organizational psychology 	Reference: Chapter 10, Kate, 2011 Chapter 11, William, 2012
W 12.2	Positive Psychology at Work	To understand: <ul style="list-style-type: none"> <input type="checkbox"/> Employee well-being, engagement, and promoting a positive workplace culture 	Reference: Chapter 10, Kate, 2011 Chapter 11, William, 2012
Week 13			
W 13.1.	Positive Psychology in Society	To understand: <ul style="list-style-type: none"> <input type="checkbox"/> Applications in community and societal settings 	Reference: Chapter 10, Kate, 2011
Week 13.2	Positive Psychology in Society	To understand: <ul style="list-style-type: none"> <input type="checkbox"/> Social change, well-being initiatives, and ethical considerations 	Reference: Chapter 10, Kate, 2011
Week 14	Revision		
Week 15	Revision		

This schedule is preliminary and is subject to change based on changing conditions.