

Master of Education (M.Ed.)

Title of the Course: P 11.10: Positive Psychology, Education, and Sociality

(Semester: I & III)

Credits: 4

MM: 100 (External: 70 Internal: 30)

Contact Week: 15

Introduction of the Course

The course "Positive Psychology, Education, and Sociality" explores the interplay between positive psychology, education, and social dynamics, providing a comprehensive examination of how these interconnected areas influence the educational process. Exploring the ideas of positive psychology reveals that creating a successful and supportive school environment requires promoting well-being, building strengths, and encouraging positive relationships. We will also explore the significance of empathy, communication, and community-building in establishing inclusive and supportive learning environments, acknowledging the underlying social aspect of education. Through this interdisciplinary lens, students will gain valuable insights and practical strategies to enhance their roles as educators and promote the holistic development and flourishing of learners within diverse educational contexts.

Learning Outcomes


After completion of the course, student will be able to:

1. Understand the foundational principles and theories of positive psychology.
2. Explore the intersection of positive psychology and education, including its relevance to teaching, learning, and student development.
3. Examine research-based strategies for promoting well-being, resilience, and positive emotions in educational contexts.
4. Analyze the role of character strengths, growth mindset, and self-efficacy in academic success and personal growth.
5. Develop practical interventions and classroom practices informed by positive psychology principles.
6. Reflect on personal beliefs and attitudes toward teaching and learning, integrating insights from positive psychology to enhance professional practice.
7. Collaborate with peers to design and implement a positive psychology-based project or intervention in an educational setting.

Number of Units: 5

Weeks 15 = 60 hours

Unit 1: Positive Psychology and Education: Interface (3 weeks = 12 hours)


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- Introductory and Historical Overview
- Three pillars of Positive Psychology: Positive experiences, Positive individual traits, and Positive institutions
- Optimism, Explanatory Style, and Hope and Education
- Eudaimonic vs. Hedonic Happiness/Wellbeing
- Role of Subjective Well-Being and Resilience in Development in Educational context

Unit 2: Situating Positive Psychology: Theoretical Postulates and Concepts (3 weeks = 12 hours)

- Eastern and Western Perspectives on Positive Psychology
- The Concept of Flow
- The Social Construction of Self Esteem
- Approaches for Wellness: Emotion-focused, Cognitive focus, Self-based, Interpersonal
- Theoretical Perspectives: Martin Seligman, Brené Brown, Mihaly Csikszentmihalyi, Angela Lee Duckworth, Susan David and Carol Dweck

Unit 3: Educating with Positive Psychology (3 weeks = 12 hours)

- Components of Positive Schooling
- Teaching as 'Calling' not as work
- Toward a Positive Psychology of Academic Motivation, Strength-based-Education
- Strengths-Based Counseling in Education and Positive Youth Development
- Respect and Appreciation of Diversity in Education


Unit 4: Positive Institutions: Developing Institutional Sociality with Positive Psychology (3 weeks = 12 hours)

- Family: Aging with wellness
- Schooling: Positive Experience
- Society: Perspective of forgiveness
- Development of balancing space: Me to We

Unit 5: Doing Action with Positive Psychology and Education (3 weeks = 12 hours)

- The Body in Positive Psychology and educational context
- Positive Psychological Interventions in educational setting: Replacing unhelpful thoughts/ events, Mindfulness, Managing Grief, Finding meaning, Growth mindset, Positive thinking and emotions etc.
- Researching Interface of Positive Psychology and Education

Practicum/ Suggested Projects / Assignments (Any Two)


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1. Recollect a personal experience or observation from your educational trajectory when you believe positive psychology principles were successfully used. Elucidate the precise tactics or practices that fostered a favorable learning environment and enhanced your general well-being as a student.
2. Choose a particular positive psychology idea, such as growth mindset, gratitude, or strengths-based approach that has been covered during your course. Discuss how this notion might be implemented in an educational setting to promote student engagement, motivation, and academic accomplishment.
3. Examine the idea of positive education and how it affects the development of curriculum and teaching methods. Envision yourself creating a novel course or educational programme rooted in the principles of positive psychology. Provide a clear and concise description of the main goals for learning, the methods used to teach, and the ways in which student progress will be evaluated in order to enhance their overall well-being, ability to bounce back from challenges, and overall growth.
4. Examine the correlation between the culture of a school and the well-being of its students, utilising knowledge gained from study in positive psychology. Contemplate your personal encounters in educational environments and analyse how the dominant culture (such as established customs, principles, and social interactions) impacted your feeling of inclusion, involvement, and general contentment as a student.
5. Collaborate with your peers to design and implement a peer mentoring program within your educational institution. Describe how the program will be structured, including the selection and training of mentors, matching mentees with mentors, and facilitating ongoing support and communication between participants. Reflect on the potential benefits of peer mentoring for mentors and mentees, as well as any challenges or considerations that may arise during implementation.
6. Develop a community service initiative that involves students in significant acts of benevolence and selflessness within their immediate communities. Create a comprehensive project plan that clearly defines the objectives, tasks, schedule, and the resources required to effectively carry out the project..


Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Amabile, T. M. (1983a) The Social Psychology of Creativity. New York: Springer-Verlag.


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- Bandura, A. (1986) Social Foundations of Thought and Action: A Social Cognitive Theory. Englewood Cliffs, NJ: Prentice-Hall
- Baylis, N. and Morris, I. (2006) The Skills of Wellbeing: Course Overview. Tonbridge Wells: Wellington College
- Csikszentmihalyi, M. (1992) Flow: The Psychology of Happiness. New York: Rider & Co.
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- Diener, E. (2003) What is positive about positive psychology: the curmudgeon and Pollyanna. Psychological Inquiry, 14: 115–20.
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- Norem, J. K. and Chang, E. C. (2002) The positive psychology of negative thinking. Journal of C
- Oishi, S. and Diener, E. (2001) Goals, culture, and subjective wellbeing. Personality and Social Psychology Bulletin, 27(12): 1674–82. Clinical Psychology, 58(9): 993–1001.
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- Porter, E. (1913) Pollyanna, 2nd edn. Rockville, MD: Tark Classic Fiction.
- Reivich, K. and Shatte, A. (2002) The Resilience Factor: Seven Keys to Finding your Inner Strength and Overcoming Life's Hurdles. New York: Broadway Books.
- Rothschild, B. (2000) The Body Remembers. New York: W. W Norton & Company
- Seligman, M. (1998) Learned Optimism: How to Change your Mind and your Life. New York: Free Press.


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- Seligman, M. (2002a) *Authentic Happiness: Using the New Positive Psychology to Realize your Potential for Lasting Fulfilment*. New York: Free Press.
- Seligman, M. (2007) *The Optimistic Child*. New York: Houghton Mifflin.
- Seligman, M. and Csikszentmihalyi, M. (2000) Positive psychology – an introduction. *American Psychologist*, 55(1): 5–14
- Seligman, M., Steen, T. A., Park, N. and Peterson, C. (2005) Positive psychology progress – empirical validation of interventions. *American Psychologist*, 60(5): 410–21.
- Smith, J., Flowers, P. and Larkin, M. (2009) *Interpretative Phenomenological Analysis: Theory, Method and Research*. London: Sage Publications.
- Willig, C. (2008) *Introducing Qualitative Research Methods in Psychology*, 2nd edn. Maidenhead: McGraw-Hill/Open University Press.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks that enhance reading comprehension of core writings in the area, and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through an end-semester examination.

Keywords: Positive Psychology, Education, Sociality, Research



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