

Annual Report of JPSS
Introduction
2016 - 17

Research in JPSS is always getting shaped by needs of the society. Problems in society instigate researchers to take up the challenges for research. At the same time preplanning of the research projects is done based on the future planning of Prajna Manas Samshodhika (JPIP) and Santrika, the *Bhavitavyalekh*.

For JPIP the main areas of research concentrate on Intelligence and Giftedness, Climate, Motivation and Quality of Life. This year number of studies covered quality of life from diverse angles. Some studies focused on psychology, some on biomedical as well as psychosocial angles. Implementation in the area of health, enhancement of quality life could be said to be thrust areas of this year's work. New biomarkers of psychological health and psychosocial aspects of chronic illnesses are getting explored and implemented in the newly launched studies. Various types of human potentials were taken into account while planning studies on identification and nurturing giftedness. Research this year has reached rural areas. It is going in the direction of collaborative interdisciplinary studies. A few but important studies have presented themselves in terms of measurement of diverse climate (psychological atmosphere). Through a study, it has been proved that motivation can be imbibed through training. Participation in an international collaborative project could be another marker of the year.

Implementation of research and disseminating findings of studies is appreciated by society in diverse ways. Industries and organizations approach JPIP for consultation in their practices. Schools and social workers approach us for guidance in educational fields. A renowned organization working in the field of education for grass root level took help of the expertise in JPIP for baseline studies of primary schools. The whole team of psychology wing comes together to shoulder responsibility of such big project. Experts from other organizations collaborate in such incidents to carry forward the study meaningfully. Learning together to work in unison and complete the undertaken task has been the age old tradition of JPSS.

The growing work has created need for experts and additional space for JPIP. A well wisher has offered us some space for work. A part of the psychology wing has started working from this Tilak Road place. As the personnel from academic

wing is getting ready research and services in the area of school counseling and nurture of giftedness are getting experts to carry out the implementation of the research areas. Prajna Manas Samshodhika is not just expanding, it is growing.

Santrika is reaching the masses through diverse *sanskaras*, especially the *Vidyavrata sanskar*. All the JP centers outside Pune are also spreading the work to other schools- private and government.

Visits and involvements of dignitaries and experts in fraternity is again a matter of pride for both the wings. These visits inspire the members and help in updating their knowledge.

Our ultimate pride is Director, JPIP, Dr. Anagha Lavalekar, who was awarded the prestigious **Pushpalata Ranade Puraskar** for her work in Social Sciences. Another proud moment was conducting a marriage ceremony in Germany following the Santrika special marriage practices by Dr. Manisha Shete and Mrs. Suniti Gadgil in the role of *Purohit*. Similarly another marriage ceremony was conducted for the first time in Odisha by Dr. Manisha Shete and Mrs. Ashvini Athavale in the role of *Purohit*.

Trust shown and support offered by society is the growing wealth of this research institute.

Sujala Watve
Secretary

RESEARCH PROJECTS COMPLETED IN THE YEAR 2016-2017

In Psychology

Human Potentials/Intelligence/Giftedness

1) Creativity as perceived, conceptualized and implemented at Jnana Prabodhini and the current trends in the world : A brief overview

The study takes an overview of the work done in the domain of creativity at Jnana Prabodhini, touching upon the current scenario and trends in the field across the world.

The goal is to revisit and compile different views of conceptualizing and implementing creativity in various domains like research, test construction, training and enhancement programs. Unfolding varied aspects of creativity the study also includes concepts, closely related with it.

The note based on the study will give a precise yet holistic view to look at creativity, giving away the areas to be explored in further research. It will help practitioners and researchers to have a proper insight into the groundwork done in this field.

Researcher - Sayali Agashe, Mrunmayee Vaishampayan

Duration - 1 year

Advisor - Prof. Usha Khire

2) Development of the Battery for Entrepreneurship Aptitude Measurement (BEAM)

Major objective of the project was to explore profile of an entrepreneur, to design a standardized test for identification of potentials for entrepreneurship, which will enable to guide the individuals to become successful entrepreneur. With earlier efforts a kit of around 3 hours is ready for use. With the cooperation of the government and voluntary organizations like District Industry Centre (DIC), Maharashtra State of Entrepreneurship Development (MCED), MITCON, DeAsra from Persistent and Brahmin Business Network (BBN), data of around 100 entrepreneurs and those, willing to take training in entrepreneurship were gathered, analyzed and a final kit was decided. Dialogue with Ms. Meghana Jain from an entrepreneurial training organization was found to be encouraging. This helped in giving insight in types of businesses, professions, types of work in the entrepreneurship. It also helped to get understanding of working of training institutes in this area. Entry points where sample for the validation of the kit is possible was tapped.

In addition to the tests to access abilities, orientations and coping mechanisms, some new tests for achievement motivation and entrepreneurial characteristics were also included. Substantial pilot work was done with the kit to confirm the validity, though the validity research

still continues. A few candidates with entrepreneurial traits seeking guidance for their professions, were tested with the kit and guided to a newly developing cell Jnana Prabodhini Entrepreneurship Development Centre (JPEDC). This cell will further guide them by providing mentoring.

Principal Investigator - Nilima Apte

Duration - 3 years

Co-Investigator - Sakshee Joshi, Rucha Khare

Advisors - Dr. Sujala Watve,

Supported by - Smt. Kusumawati Thakar Foundation

Prof. Usha Khire

3) Shishu Prajna Project

Purpose of the project was mainly to assess the sensory abilities of children attending *pre-schools*. It was also intended at studying the children with high abilities and design some special programs for the children lacking in said abilities.

Seventy three students belonging to Senior KG (aged 4 to 6 years) from Jnana Prabodhini, Solapur's pre-school section participated in the study. JPIP Shishu Prajna Test Kit was used to assess their sensory abilities, which is the foundation of their cognitive abilities. The test battery included following tests.

* Spot the difference (*for rapport, common for both groups*)

Group A

- * Filling the bottle with the sand (*for practice*)
- 1 Animal Form Board
- 2 Folding Man
- 3 Verbal Meaning
- 4 Colour Recognition
- 5 Visual memory
- 6 Matchstick Figures

Group B

- * Daily Objects (*for practice*)
- 7 Colour Classification
- 8 Arrange Seeds on given shape
- 9 Tower of beakers
- 10 Exclusion
- 11 Recognizing and Differentiating Sounds
- 12 Knowledge of touch

The teachers from Jnana Prabodhini, Solapur were pre-trained in administering the tool 'Shishu Prajna' by the test experts from Jnana Prabodhini, Pune. The trained teachers then administered the 'Shishu Prajna Test' on 2 children per day, thus covering the entire sample of 71 students in a single working month. The Shishu Prajna was administered on a one to one basis. All 12 subtests (A:1-6 and B:7-12) were administered in 2 sessions on two separate days with a gap of one week in between the 2 sessions.

The scoring and interpretation of the test was done simultaneously. Means and Standard Deviations were computed for each of the three age groups (from 4 years to 6 years) and for each subtest. This project can be considered as a '*Pilot Project*' and the same procedure and statistics can be applied on a larger sample for the purpose of revising the norms (previous

norms devised in 2014) in accordance with the educational and social exposure toddlers are gaining these days.

Principal Investigator - Sulabha Kulkarni
Co-Investigator - Vaishali More

Duration - 6 months
Advisors - Anita Deshpande,
Prof. Usha Khire

Climate

4) Chronically Ill Patients' Family Culture

To include the entire family as a factor in health enlarges the perspective from the traditional concentration on the individual apart from his social context. Objectives of the study were to develop and standardize the Family Culture Inventory and to explore the family culture of chronically ill patients' basis the age and gender.

Family Culture Inventory (FCI) Part I and Part II aimed to measure Family Culture and Care Giving Burden of the Family, respectively. For conceptualization of Family Culture Inventory (FCI) Part I exploration study was done. It helped us to arrive at five domains which included 10 dimensions. The operational definitions of the key concepts were defined. A validation study was conducted for FCI Part I. This inventory was administered to 25 experts, psychologists, doctors, social workers and care givers of chronically ill patients. They belong to varied family backgrounds (non Maharashtrians, both non-working and working in different sectors, from nuclear and joint families, residing in different parts of Pune city, both genders with age range from 27 to 76 years). The relevance of the statements was checked along the dimensions. After completion of validation, study scoring, recording and interpretation pattern for FCI Part I was developed.

For finalizing the items for FCI Part I, item analysis was carried out. Data for item analysis (FCI Part I) was collected from 201 families. The sample included was from Pune city only. Out of 201, 126 families were included for item analysis following sample selection criteria- gender, age and residence. Items showing significance difference (0.05 levels) in the two groups were maintained.

Family Culture Inventory- Part II (FCI- Part II) was developed reviewing available inventories and considering the Indian set-up. To check the suitability and relevance, a trial study was conducted on psychologists, doctors, social workers and care givers' of chronically ill patients. Examination by psychometricians was also done. After the finalization of items for FCI Part II scoring, recording and interpretation pattern was developed.

We have proposed to collect data to explore the family culture of chronically ill patients by using FCI Part I and Part II.

Principal Investigator - Dr. Vanita Patwardhan
Co-Investigator - Dr. Gauri Oak

Duration - 1.5 years

Bio-Medical

5) Back Pain in School Children

Lifetime occurrence of non-specific low back pain in children and adolescents is reported as 7% and 72%. Confusing media reports has crated a growing concern among teachers, parents and medical professionals over the issue of heavy back packs and back pain in school children. There is lack of scientific literature examining the association between use of school bags and back pain. Studies from western countries report psychological factors and not the weight of the bag to be associated with back pain. Aim of this study was to determine prevalence of back pain and explore the contribution of various physical and psychosocial factors towards it among children.

Cross sectional study of 89 students from an English medium school, demographic details, anthropometric measurements and weights of school bags were recorded. Physical and psychosocial factors were evaluated using predesigned questionnaires. Strengths and Difficulties Questionnaire (SDQ) was used as a gold standard for testing validity and reliability of researcher-developed Exploring Myself Questionnaire (EMQ).

Sample consisted of 44 (49.4%) boys and 45 (50.6%) girls; mean age 13.5 +/- 1.07 years. Mean school bag weight was 6.9+/-2.7 kg. About 84% students carried school bags weighing >10% of body weight. Although 49.4% students reported having back pain in last one month, no statistically significant association was found with school bag weight. Validity of EMQ was fair (Kappa 0.582, $p < 0.005$) with sensitivity 70.6% and specificity 90.3% as compared with SDQ and good reliability with a Cronbach alpha of 0.631. Students with abnormal emotional problem scores and abnormal hyperactivity scores were at a higher risk of having back pain [ORs 4.78 (95% CI 1.4-15.9) and 3.8 (95% CI 1.13-13.0) respectively]. Significant association was found between presence of back pain and both, abnormal total physical score and abnormal psychosocial scores.

Prevalence of back pain in students is very high. Carrying heavy bags did not appear to contribute to back pain. When evaluating a child with back pain, it is important to consider psychosocial factors along with physical factors.

Principal Investigator - Dr. Gauri Oak

Duration - 2 years

Co-Investigator - Dr. Ashish Ranade, Dr. Sucharita Gadre

RESEARCH PROJECTS IN-PROGRESS

In Psychology

Human Potentials/Intelligence/Giftedness

1) Level of Emotional Intelligence among Children

Development of emotional intelligence is a very essential part for a child's development. Emotional Intelligence (EI) predicts how children will use their academic potentials and how well they establish relationships with their peers. In an era when children frequently feel disconnected from friends and family, where there is a huge impact of social change on children; when children identify with and imitate celebrities from media, sports and other fields; there is a need to develop emotional skills among children. Considering the need of the hour, we decided to work on the measurement of emotional intelligence of children. The selected age group is 7 to 12 years. As this is an age range when children have already adjusted to school, have laid the foundation of long term relationships with their peer groups and others, skill development for handling academic pressures starts here. During this age if they have any emotional issues it might affect their learning and overall development. Detecting such emotional issues at an early age is important. Some measurements of Emotional Intelligence for children are available but mainly they have been developed in the western countries. Dr. Shanwal has adapted Multifactor Emotional Intelligence scale by Mayer & Salovey for Indian population but it is in Hindi and English and for the age group 8 to 12. And again it is an adaptation. After studying some previous research and review of literature it has been found that there is no Indian test for children between age group of 7-12 years. Hence we decided to design a test measuring Emotional Intelligence of our children.

As discussed above, this test is designed for children between 7 to 12 age group, with two sub-levels. Level 1 is for children between the age group of 7 to 9 years and Level 2 is for children between the age group of 10 to 12 years. The test is in two languages i.e. Marathi and English. Presently this test is being standardized for urban population. Test is based on the Ability Model of Emotional Intelligence proposed by Mayer & Salovey. Basic Six Emotions by Paul Ekman are covered in the test.

Initial stages of test development are completed. First pilot was taken on two groups, one from the advantaged sector and second from the disadvantaged sector. We found some different (unexpected) responses from children on some of the question. Therefore discussions were conducted with respective student groups to know their thoughts behind their responses. Then again second pilot was conducted to verify the changed/modified test questions. After required statistical analyses final test copies were prepared. Now the data collection for test norms is in process. Tests measuring general intelligence and reading ability are also

administered along with this new test to check validity and verbal loading. Data collection will be completed soon.

Principal Investigator - Dr. Sucharita Gadre
Research Assistant - Pooja Dharane-Dekhane

Duration - 2 years
Advisor - Dr. Anagha Lavalekar

2) Identifying and Enhancing Hidden Potentials among Rural School Girls

Objective of the project was to explore diverse potentials among rural girls attending primary school from class V to VII in Zilla Parishad schools at different locations. Four locations were chosen on the basis remoteness i.e. distance from highway, near highway, 5 to 10 km away from highway, 10-20 km away from highway and more than 20 km. Four ZP schools from Shivare, Vajeghar Velhe, and Guhini were selected for the purpose.

Total 100 clock hour training was conducted for 122 girls (Shivare 34 girls, Vajeghar 22 girls, Velhe 44 girls and Guhini 22 girls) at these four places between November 2016 to October 2017 with the help of local coordinators. Contents of the projects covered were general skills related to health and hygiene, intellectual games related to creativity, critical thinking and decision making, skill building, and individual-specific potentials. During this period two residential camps were arranged to gather them at a single location. An exhibition to show the outputs was conducted in October first week. Profiles of every girl was prepared throughout the program showing a few cognitive potentials, talents, special interests and family background. The girls showed diverse preferences and skills in the areas like visual art, performing arts, sports, academics, and intellectual activities. Visual art was reflected through paper- drawing, mehndi, rangoli, and cross-stitch work on cloth. Performing arts included dance, keertan, singing, poem recitation, story-telling, etc. Sports included indoor and outdoor games. Academic preferences were displayed through exercises in language and mathematics, writing poems, reading and studying. Intellectual activities included puzzles, language games, idioms, preparing boards, slogans, etc. Resource persons from these areas were invited to disseminate the knowledge in their areas to the local coordinators and the participating girls. The girls were eager to learn new things and grasped fast. The profiles showed positive improvement and intervention program could be one of the factors that helped this.

Principal Investigator - Dr. Sujala Watve
Co-investigators - Asmita Inamdar, Pratibha Swami
Supported by - Desai Brothers Ltd., Pune

Duration - 1 year
Advisor - Suvarna Gokhale

3) Developmental Checklist (बालविकास नोंदपत्रक)

Basic principles of development state that development proceeds from general to specific. Individual differences are observed in the rate of development which is orderly, consistent and integrated. Thus systematic changes in the growing children can be noticed and recorded

to find out whether the child is moving forward in the predictable manner. Identification of developmental delays needs to be done as early as possible so that corrective steps can be taken. Young preschoolers' who are yet to enter the formal educational system are more likely to go unidentified. Later these children are likely to face difficulties in school.

As per the need, a developmental scale has been prepared for the age group of three to five. Simple language and ease in administration is the characteristic of this tool. Any parent can fill up the checklist regarding their child. This can even be readout to the parents and their responses can be noted. The checklist contains 50 items (10 from each area) and requires about 20-30 minutes to respond. Score obtained for each of the area is interpreted in five grades from very low to above average.

It assesses five areas of development Physical, Emotional, Social, Intellectual and Language. The tool helps us to find out whether the child is progressing in the expected direction or whether there are difficulties or gaps in any one of these five areas.

Principal Investigator - Dr. Sucharita Gadre

Duration - 1 year

Co-investigators - Anita Deshpande

4) Template Design: Teacher Nomination Form

Teacher Nomination Form was designed primarily for the Teacher Workshop held on 18 February, 2017. The Form is now intended to serve as a non-formal tool for identification of gifted students. A teacher can use it to nominate a student as Gifted, thus qualifying him/her for special development programs in/out of school. Behavioural traits, interests and learning preferences/ issues of the student, along with his/her grades and other achievements can be recorded on the Form.

Principal Investigator - Aakash Chowkase **Duration** - 3 months

Co-Investigator - Aparnagouri Phatak **Advisors** - Dr. Sujala Watve, Kshama Datar

5) Template Design: Student Information Form

Student Information Form was designed primarily to make career-guidance of gifted students more effective. The Form is now intended to collect additional information from each student, related to his/her areas of interest/ passion, preferences and thoughts on prospective career. When such filled forms are made available to the Career Advisers before the guidance-session, they get additional insight into the students and can provide more effective guidance.

The Form was used for JPP batch of 2016-17, and received a positive feedback from the Career Advisers.

Principal Investigator - Aparnagouri Phatak

Duration - 3 months

Co-Investigator - Urmila Dixit

Advisor - Nilima Apte

CLIMATE

6) School Climate Assessment for eNhancement (SCAN): A Service for Schools

This assessment is based on the concept of positive and sustainable school climate. The concept covers the areas of infrastructure, human relationships, learning and norms and values of organization. Item pool of questions for all these areas was collected from 10 psychologists. This standardized kit consists of a 'School Safety and Security (S3)' checklist and a set of three questionnaires 'School Climate Questionnaire' (SCQ) Part I, II and III. Teachers, principal and students are the respondents of SCQ Part I, II and III respectively.

First version of 'School Climate Questionnaire (SCQ)' was tried out in two major researches which helped in developing and refining the structure of the battery. The findings from these studies were useful in forming the various normative profiles of the present battery. It also helped in understanding the possible ways to adapt present school programs for the purpose of climate enhancement. The report of school climate assessment incorporates these things.

The SCAN report clearly indicates strengths and weaknesses of the school climate. Report includes specific suggestions to build upon the strengths as well as ways to overcome the weaknesses of school climate.

Further in the report three school profiles, are interpreted against the normative profiles of average, enriched and model school climate. They provide an anchor points to the schools for creating positive school climate.

Profile of School Climate Dimensions: The dimension wise profile provides a view of four dimensions of school climate namely; Infrastructural, Organizational, Socio-emotional and Learning. Through these we understand present physical and infrastructural facilities, rules and regulations, roles and responsibilities, organizational security, quality of human relationships, psychological safety, and variety of learning opportunities available in the school. This profile helps the school to frame the school operations so that each person contributes to the care of the physical environment. It also helps to define norms, values, and expectations that are supportive for people feeling socially, emotionally and physically safe.

Next two profiles throw light on the extent of school climate facilitating learning and development.

Profile of Area wise development: This profile provides an insight into the extent of facilitation of each of the five areas of development i.e. intellectual, physical, social, emotional, and moral through the present school program. This allows students, parents and teachers to work together to orient the school program towards all round development.

Profile of levels of experiences: This profile allows us to understand the magnitude of exposure, practice, and challenge offered in the school. This further indicates the level of engagement in joyful learning and its benefits to the school community.

School Safety and Security: Safety and security of school is an important aspect of school climate therefore a ‘School Safety and Security (S3)’ checklist is also included in the kit. Psychological safety and Organizational security are the two major domains covered by this checklist. Bullying, sexual harassment, empowerment and social media strategy are the factors covered under psychological safety and school building, school premises, emergency preparedness and operations & services are the factors covered under physical security.

Principal Investigator - Dr. Sucharita Gadre
Research Assistant - Pooja Dharane-Dekhane

Duration - 2 years

7) School/College Safety and Security

Psychological safety and physical security is key to the overall development and well-being of the children. Today many apprehensions on this aspect are troubling the authorities of educational institutions. Therefore measurement of safety and security is a top priority. For the purpose of this measurement a Safety and Security (S&S) checklist is developed. This measurement will help the authorities to understand present status of safety and security experienced by both students and staff. It will also assist them to plan further.

Two separate checklists are ready. The college checklist contains 69 items and the school checklist contains 81 items. Respondents can be students or teachers. Few minor changes are seen in the student version and teacher version. Respondents are asked to read the statement and tick mark the item they feel appropriate. Two major domains of psychological safety and physical security are covered through the check list. There are four sub aspects under each domain. Psychological safety comprises bullying, sexual harassment, communication and empowerment and social media strategy. Whereas physical security comprises school building, school premises and layout, emergency preparedness and pupil services- operations.

Principal Investigator - Dr. Sucharita Gadre

Duration - 9 Months

MOTIVATION

8) Development of Inner Strengths for Higher Achievement (DISHA)

Life skills education is a pivotal aspect in today’s education system as it enables a student to deal effectively with the challenges of life and also facilitates in realizing his/ her full potential. According to CBSE (2013), life skills training is not only related to classroom pedagogy, but

is also concerned with attaining a balance between knowledge, attitude and skills. So, considering the importance of life skills education, present study was conducted. Objectives of the study were to develop Life skills development program and to investigate the effect of life skills training program on Psychological Well-being and Achievement Motivation of rural early adolescents from two villages in tahasil Khandala, Satara District. Life skills training program covering the ten life skills as given by WHO (1997)- Self-awareness, Effective communication, Creative thinking, Decision making, Problem solving, Critical thinking, Interpersonal relationship skills, Empathy, Coping with emotions and Coping with stress. Students were screened on intelligence using Raven's Standard Progressive Matrices and only those above 25 percentile were selected for the intervention. Then, pre-testing was conducted for the selected students with the scales measuring Psychological Well-being and Achievement Motivation. Psychological well-being was measured using 'Scale of Psychological Well-being' by Kulkarni, P. (2015). Achievement Motivation was measured using a test named as 'About myself' developed by Jagtap, P. (2015). Under life skills training program, total 28 activities and two workshops were conducted in one academic year (July 2016 to March 2017) on students from class 8 and 9 (13-15 years of age) belonging to two schools. Parallel sessions were conducted in four groups and four trained facilitators conducted the training program in groups of 12 to 15 students approximately. Each session lasted for two hours. After the last session of the training program, post-testing was conducted with the same two variables namely Psychological Well-being and Achievement Motivation. Data entry and data analysis is in progress.

Principal Investigator - Pranita Jagtap

Duration - 1 year

Research Assistant - Sanhita Karmalkar, Asmita Inamdar

Supported by - NICHROME India Ltd., Pune

9) Sports for Development of Adolescent Girls

Sports has been recognised as an effective catalyst in the development of life skills as well as for other developmental issues like gender equality, inclusion, girls' empowerment, improved academic performance etc. In village Zilla Parishad schools sports is a neglected part. Adolescent girls from rural Zilla Parishad schools from rural area near Pune city are deprived of many opportunities for sports, in spite of a good physique. Sports is the best area to improve the achievement motivation, confidence and self-esteem. In this project sports training was used as a vehicle to improve the same. Objectives of the project were to impart field sports training to the target group to improve their Achievement Motivation and Self Esteem, and to measure the impact of this training. Pre test- post test experimental design is used for the study. Independent variables under study were Sports training; however Dependent

variables undertaken were achievement motivation, self-esteem and academic performance. The control group consisted of 45 girls from a ZP schools studying in class 6 and 7. The experimental group consisted of similar groups with 60 girls from Shivapur Zilla Parishad school, Kalyan Zilla Parishad school, and Shriramnagar Zilla Parishad school. Tools used for assessment were Vishesh Prerana Chachani to measure achievement motivation, test of self-esteem and SLOP test. Pre tests were done followed by the training program for 5 months, at the end of which a two day workshop was organized. The post testing was done after their summer vacation. Results are favourable and are discussed in the report.

Principal Investigator - Dr Jyoti Kanitkar

Duration - 1.5 years

Research Assistant - Asmita Inamdar

QUALITY OF LIFE

10) Psychological Well-being and Work Life Balance of the Women Professionals Medical and Paramedical Profession

Work life balance is a crucial element in maintenance of psychological well-being for any person. Conflicts in engagements at formal workplace and commitments in personal life can prove to be harmful in the long run. Certain professions are complex and take a big toll in terms of time and energy along with clashes with personal life. Medical profession is one amongst them. It is full of challenges related to human life which makes it more stress prone. When a woman enters into medical profession, be it as a consultant, practitioner or paramedical personnel serving the needy, her gender becomes an additional mediating variable in increasing the complexity of her own work life balance. If she is married and has own family responsibilities as a wife/ mother or daughter in law, things become even more challenging. This study tries to find out the relationship between the work life balance and the psychological well-being of such women in medical profession specifically in the stream of Gynecology. Considering the broad age span possible in the field, it focuses on the peak working age of 25 to 55 years. The tools used in the study are as follows: 1. Work life balance scale by Dr. Smita Sing 2. Work life balance detailed questionnaire prepared by researchers 3. Carol Ryff's Scale of Psychological Well-being adapted by Jnana Prabodhini's Institute of Psychology 4. Locus of control scale by Rotter 5. Interview schedule

Expected sample is 200 women gynecologists and 200 nurses working in gynecology wards/ labor wards. The data collection is ongoing in Pune, Latur, Nasik and similar cities. Up till now, data of 204 nurses and 93 obstetrics and gynecology practitioners has been collected. Data entry of the collected data is over.

Principal Investigator - Dr. Anagha Lavalekar

Duration - 2 years

Research Assistant - Kanchan Pande

11) Mental Health Assessment Screening Tool (MHAST)

Reducing mental health on the part of individuals is a gradual process. However many occasions it is overlooked and we are shocked by the extreme steps like suicide, domestic violence, life taking crimes, rape, leaving a job etc. Such incidences direct us to early identification of deteriorating mental health and intervention for arresting further deterioration.

Objective of this project is to prepare a user friendly tool to identify present status of mental health. It will help individual for introspection and self-awareness in terms of his/her own mental health. This tool will be beneficial for many professionals like social workers, HR departments of any organization etc. to keep close watch on mental health of individuals, family, employees, student community and last but not the least our society at large. The tool will also be useful for professionals working in the field of mental health for planning early intervention.

The tool is conceptualized on both positive as well as negative mental health domains. For this purpose DSM 5 and WHO's definition of mental health are used. Domains under assessment are depression, anxiety, social withdrawal, preoccupation of thoughts, mood, obsessive-compulsive tendencies and personality problems on the negative side whereas life satisfaction, productivity and autonomy on the positive side. Here the focus is more negative domains as we propose to identify vulnerable individuals.

The items from number of diagnostic tools were reviewed, and a 300 item pool was prepared. For content analysis six experts, three psychiatrists and three psychologists, rated these items for overall relevance as well as its relevance to a particular domain. On the basis of these ratings first form of self-report checklist has been prepared. Person has to rate each item on frequency from 'never' to 'always' and on intensity from 'no' to 'profound'. It approximately takes half an hour (30 minutes) to complete the test.

First trial of this form will be done on groups of vulnerable (who are seeking help of mental health professionals) as well as voluntary population with no psychiatric signs. Preparing a tool for identifying emotional vulnerable individuals was the chief aim of the project.

Principal Investigator - Dr. Sucharita Gadre

Duration - 2 years

Advisor - Dr. Sujala Watve

12) Nurturing Positive Virtues among Children from Concrete Operational Stage

Positive virtues and character strengths are important aspects of Quality of Life of a person. Peterson and Seligman (2004) regard these virtues as core defining features of good character. Each virtue is defined by a set of character strength that represents the ingredients, expressions, and potential means of developing the virtue. Children from Concrete Operational Stage can understand values, the importance of obeying social rules, as well as they understand what they should do or should not do. If the children are given a chance to learn and exhibit 'positive virtues' through play with positive reinforcement, they may develop a long-lasting habit of 'virtues behavior' which is beneficial to society. For the current study, Nurturing Positive Virtue Program (NPVP) designed by Peterson and Seligman's (2004) classification of strength and virtue model was used. 24 sessions were designed for NPVP as per age group of participants. The six Positive Virtues, namely, wisdom, courage, humanity, justice, temperance, and transcendence were selected. The data was gathered of 80 through incidental sampling method. The participants were from the higher middle class of Pune city, Maharashtra. The pre-test -post-test single group quasi-experimental design was used. The changes were observed on NPVP and noted on observation checklist. The 5 point Likert scale observation checklist was designed by researchers. The observations were converted to frequencies which are used further for quantitative analysis. For quantitative analysis, nonparametric test – Wilcoxon Signed Rank Test was used. A significant difference was witnessed in statistical analysis. The results indicate that Positive Virtues can be nurtured in Concrete Operational Stage through Nurturing Program.

Principal Investigator - Sujata Honap

Duration - 1 year

Research Assistant - Veena Shepal

BIO-MEDICAL

13) Enhancing Emotional Resilience and Quality of Coping in Parents of Children having Prolonged Illness through Psychosocial Intervention

Child is the center of any family and witnessing ones child becoming independent is the unsaid expectation everybody has in his or her mind. But when a child's development gets hampered due to any of the health issue, it is a big challenge for the parents to face. Being a parent of the child who has been diagnosed of a prolonged illness is a stressful situation. Parents have to face multiple duties simultaneously. For example taking care of the child, managing professional commitments, personal life goal, financial management, managing

relationships and so on. “Care” is the central demand in this situation. One requires lot of strength and tolerance to adapt to this situation. Parents experience ongoing stress in this process and it is related to ongoing health care needs of the child, ups and downs related to prolonged illness the child is suffering from along with the developmental transition the child is going through.

In the current study pretesting of emotional resilience and quality of coping will be assessed. After that Psycho-social intervention will be administered and the impact will be measured through post test among experimental and control groups, by the end of intervention.

1. Connor-Davidson Resilience Scale (CD-RISC 25): Resilience is the measure of stress coping ability of a person. CD-RISC is a self rating scale to assess the level of resilience. The tool consists of 25 items each rated on a 5 point rating scale (0-4) and score distinguishes between greater or lesser resilience. The CD-RISC 25 has sound psychometric properties.

2. COPE inventory: (Carver C.S.): People respond in a different way to stressful situation in life. Some ways are adaptive and some are maladaptive. This questionnaire measures the variety of ways people responds to the stressful situation and various ways of coping e.g. positive interpretation and growth, mental disengagement, taking social support, denial, humor, religious coping etc.

Intervention Details - Eight sessions of Psycho-educational intervention will be conducted with Experimental Group (N= 40). Session will tentatively last for one and half hours. For control group (N=40) participant, replication module of intervention will be scheduled.

Objective of this group is to provide scientific module to enhance emotional resilience and coping. This module will be based on the principles of Rational Emotive Behavioural Therapy (REBT). Intervention sessions will include some ice breakers, role plays, group discussion and home exercises.

Principal Investigator - Dr. Sanjyot Deshpande

Duration - 2 years

Research Assistants - Ashwini Valimbe, Sae Mulya

14) Effect of Psycho-educational Intervention on Psychological General Wellbeing and Affect Valence of Pregnant Primies

Project was divided into three phases: 1. Test selection and test construction, 2. Designing intervention program and 3. Data collection and analysis.

Test selection - Tests were fixed and pilot testing, Marathi translation of the paper pencil tests were done.

- **Psychological General Well Being Index (PGWBI, Harold Dupuy, 1971)**
- **Thoughts and Feelings in Pregnancy Checklist**
 - Checklist was developed to understand the concerns and irrational beliefs of primies. Thoughts and feelings related to day to day life events affect our wellbeing. Pregnancy related thoughts and feelings will be assessed on three main domains through this checklist. These are Physical Health related thoughts and feelings concern, Family or social support related thoughts and feelings concern and Emotional Health related thoughts and feelings concern.
- **Positive and Negative Affect Schedule (PANAS, Watson et.al., 1988)**

Pilot testing was done with all mentioned tests on 30 pregnant primies. Results of PGWBI showed a strong need of some kind of psychological support, intervention for primies to address anxiety, mood swings issues during pregnancy.

Intervention Program Preparation

- The goal of intervention is to enhance psychological well-being of primies and reduce their stress level in pregnancy period.
- Activities and exercises in the intervention program focusing on Rational Emotive Cognitive Behavioral Therapy (RECBT) and Mindfulness practice were finalized.
- Presentations, homework worksheets, trackers were developed for primies.

Principal Investigator - Dr. Manasee Deshmukh

Duration - 2 years

Research Assistants - Ashwini Valimbe, Sae Mulay

In Sanskrit and Indology

15) Muslim Women : Opportunity and Motivation

From last two years after studying the reform movement of Muslim Satyashodhak Mandal, Pune. It was noticed that Muslim reformist always worry about the education of Muslim girls'. But there are many Muslim women, educated and working hard and establishing new pathways for themselves and others. In this project, socially active Muslim women (N = 30) from different fields were interviewed. Motto behind this project is to find out whether education gives an opportunity for self development and bring out a transformation in Muslim women.

Researcher- Dr. Manisha Shete, Manasi Bodas

Duration - 1.5 years

Advisors - Dr. Vanita Patwardhan, Dr. Shamsuddin Tamboli

DOCTORAL RESEARCH

Ph. D. Studies Awarded In Psychology

1) Developing Psychological Wellbeing Facilitation Program and Testing its Efficacy for 8th Std. Girls

There are various threats to the Psychological Wellbeing of adolescents because of the rapid developmental changes as well as changed demands from the society. A high rate of adjustment problems are evident among Indian school-going adolescents, especially adolescent girls (Sundararajan, 2000), though very few meet the criterion of DSM (Nair et al. 2012). This highlights the need for primary prevention for girls to enhance Psychological Wellbeing at an early stage.

The current approach of positive psychology movement, conceptualizes Psychological Wellbeing as flourishing and has changed the line of interventions from prevention of illness to strength based enhancement of potentials of an individual. Ryff's (1989) six dimensional model of Psychological Wellbeing which is based on Eudaimonic approach very well narrates, the positive functioning of an individual. These six dimensions also address developmental issues related to adolescence. The present research aims at developing Psychological Wellbeing Facilitation Program (PWFP) drawn on this model. 8th standard girls have been selected to test the efficacy of this program as they correspond to early adolescence phase.

The research is composed of three steps: 1) Development of tools to measure Psychological Wellbeing of Adolescents. 2) Development of Psychological Wellbeing Facilitation Program (PWFP). 3) Execution of PWFP in a school set up. In step one, two tools developed were, Psychological Wellbeing Scale for Adolescents (PWBSA) and Parent Ratings of Psychological Wellbeing (PRPWB). The standard procedure of tool development was followed. Adequate psychometric properties were established for the tests. Second step of development of PWFP, was followed through number of strides: review of literature, expert's evaluation and conducting of a pilot program. A twenty nine session program with 51 activities was finalized. Third step constituted the execution of PWFP. Quasi experimental non-equivalent control group pre-test post-test design has been used in the study. Experiment has been conducted in a girl's school in the city of Pune. Experimental (n=68) and control (n=68) groups were equivalent on relevant variables. The program was conducted for a duration of eight months during one academic year.

Quantitative data analysis is done using MANOVA, ANOVA, and *t* test of gain scores. Results showed significant increase in PWBSA scores from pre-test to post-test for three out of six areas (personal growth, environmental mastery and self-acceptance) & total Psychological Wellbeing). Also Parents' data revealed significant increase in PWB as compared to the control group. Follow up results were more promising with higher effect size where statistically significant increase in Psychological Wellbeing was evident for experimental group as compare to the control group for all the six dimensions. This can be attributed to grasping of learning and practice stress free period of vacations. Qualitative data show day to day benefit of PWFP along all six dimensions that is revealed through written feedback of participants and parents along with participants' interviews. Thus research confirms the efficacy of the novel intervention program, based on Eudaimonic approach to Indian adolescent girls.

Researcher- Pradnya Kulkarni

Guide – Dr. Vanita Patwardhan

2) A Study of Relationship between Parenting and Communication Styles of Parents with the Personality of the Adolescents with Perceived Parenting Styles as a Mediating Variable

This study tried to explore new avenues in the area of parenting with evidence based review. It focused on multiple layers of three important aspects in the mother-daughter relationship - parenting styles, communication styles (as parenting practices) of mothers and personality factors of adolescent daughters; it also considered perceived parenting styles as possible mediator in the relationship. To restrict the span of analysis owing to multiple levels of variables, 23 hypotheses were framed considering parenting style of mothers as authoritative and dominant, relaxed and friendly, attentive and open communication with five major factors of adolescent daughters' personality, viz. emotional stability, assertiveness, adventurousness, self-assurance and self sufficiency. The analysis was conducted using multi-strategy survey research and the total sample size for quantitative analysis was $N=242$ ($n_{\text{mothers}}=121$, $n_{\text{daughters}}=121$) while for qualitative was $N=14$ ($n_{\text{mothers}}=7$, $n_{\text{daughters}}=7$). The Parenting Style Inventory (a two way form to measure perceptions of mothers and daughters), Communication Style Measure, and High School Personality Questionnaire were administered to collect data. Analysis included initial data scrutiny and cleaning, followed by descriptive and inferential statistical methods. It was found that authoritative parenting was most commonly used parenting style, albeit with some differences. While there was total consensus regarding permissive style, obvious differences were seen in the perception about authoritarian parenting.

Mothers seem to be adopting open, dramatic and dominant communication in varying degrees. Relaxed, open, precise, and dramatic, communication styles were most significant predictors to influence daughters' emotional stability, assertiveness, conscientiousness, adventurousness, self assurance, and self-discipline. Perceived parenting styles contributed in influencing personality factors but were not found to mediate with the mother-daughter relationship. Factors such as family environment, perceived role of fathers, communication pattern in the family, mothers' background and most importantly cultural and societal factors were found to be highly contributing in the mother-daughter relationship through qualitative analysis. Four possible parenting outcomes were proposed after final observations that highlighted the role of culture and background, changing times and role of communication, and idea of imitational parenting.

Researcher - Kshipra Moghe

Guide - Dr. Anagha Lavalekar

3) Personality Factors, Marital Satisfaction and Perceived Level of Career Success in Late Married and Early Married Individuals

The study was an attempt to focus on different areas of life i.e. personal, marital and professional. The researcher tried to focus on whether age at the time of marriage ceremony was influencing all or one of these areas. The broader aim of this study was to find out various interrelationships between personality factors, marital satisfaction and perceived level of career success in late and early married individuals. Though this study focuses on relationships among the three variables, finding group differences was also a major aim of this research work.

Eight objectives covering comparison and correlation were framed for the study. The present study was a comparative and co-relational research. The sample (N=205) for the present study was collected by using incidental sampling method and mainly belong from Nasik and Pune region. Statistical analysis was done using 't', 'r' and stepwise regression to study the relative contribution of predictor variables to marital satisfaction as dependent variable.

Some findings observed through the study are - early married individuals are more agreeable than late married individuals. No significant difference was seen between both the groups for neuroticism and marital satisfaction. Moderate and positive relationship was observed for personality factors like agreeableness, conscientiousness along with marital satisfaction and career success. Conscientiousness and agreeableness facilitate marital satisfaction with (**r = 0.58**) and (**r = 0.53**) respectively.

Some implications of the present study emphasized such that assessment of personality factors can be suggested to those who are getting married. Some support or shared groups can be formed specifically for the adult population who are already settled in their jobs but feel lack of satisfaction in areas of life.

Researcher - Rajashree Kapure

Guide - Dr. Anagha Lavalekar

Ph. D. Studies in Progress

1) A Study of Relationship between Type D Personality, Severity of Coronary Artery Disease and Emotional Intelligence

Researcher- Smt. Sheena Philips

Guide – Dr. Anagha Lavalekar

2) The Effect of Gratitude intervention on Dis-positional Gratitude Authenticity and Emotional Intelligence for late adolescents

Researcher- Smt. Shilpa Ashok Salve

Guide – Dr. Anagha Lavalekar

3) A Comparative Study of Formal and Informal Post-retirement Activities in Relation to Coping Strategies, Personality and Psychological well-being in elderly

Researcher- Smt. Rina Pranay Patel

Guide – Dr. Vanita Patwardhan

4) Comparative Effects of Shavasana and the Yoga Meditation on Bio-Phase Angle, Resting Metabolic Rate and Emotional Intelligence, in students of Yoga College

Researcher- Shri. Ranjeetsingh Bhogal

Guide – Dr. Anagha Lavalekar

5) Study of Psychological Wellbeing of Intellectually above average College students in relation to Family Environment and Classroom Environment

Researcher- Smt. Dhanashree Sowani

Guide – Dr. Anagha Lavalekar

6) Impact of Psychological Capital (Psy Cap) and Satisfaction with life on Job Satisfaction and Employee Engagement

Researcher- Smt. Kirti Gohel

Guide – Dr. Alpna Vaidya

PRODUCT DEVELOPMENT / TECHNOLOGY TRANSFERRED

In Psychology

New products developed -

- ❖ Commercialized test battery ‘BEAM’
- ❖ Emotional Intelligence of Children (How Do I feel?)
- ❖ Family Culture Inventory

LECTURES, SEMINARS AND WORKSHOPS

Organized by JPSS

In Psychology

A Workshop on ‘Enhancing Potentials of Highly Able Students’

Jnana Prabodhini’s Institute of Psychology, Pune had organized a one day workshop on ‘Nurturing Talents’ for enthusiastic teachers, on February 18, 2017.

The objectives of the workshop were:

- To empower teachers to work effectively with the high ability students in their schools.
- To foster the potentials of talented students in an inclusive classroom.
- To showcase practical approach that meets the needs of diverse students and creates appropriate learning opportunities as well as stimulating environment that best suits them.
- To recognize how student diversity affects learning and create a classroom in which diversity is celebrated and revered.

This was an introductory workshop covering various constructs related to talent development. The workshop consisted of interactive sessions on educational differentiation, strategies and methods of educating the talented. Hands-on session helped participants gather practical knowledge based on principles of educational psychology. Participants received pre-workshop and post-workshop reading material, participation certificate and refreshments. The audience of 102 teachers had travelled from various schools from Pune, PCMC, Satara, Baramati, Shirdi, Latur, Sangamner, Jalgaon etc.

In the first session, Asst. Prof. Aakash Chowkase addressed the participants and overviewed the topic of ‘Classroom Diversity’. He used variety of audio-visual tools along with theatrical role play, online survey and discussions. Post this, the teachers were trained to use the *Teacher Nomination Form* developed at JPIP to identify high ability learners in the school. In the third session, Prof. Vivek Ponshe discussed insights of the topic related to ‘Effective Classroom Strategies for Nurturing Talents’. The last session was divided as per the school subjects. Dr. Anagha Lavalekar addressed the language teachers while Prof. Prashant Divekar guided Social Science teachers. Mr. Ponshe and Mr. Aakash helped Mathematics and Science teachers respectively while Dr. Sujala Watve shared her insights about counseling and supporting the gifted children. She also delivered the concluding remarks later in the evening.

The workshop was organized entirely by students and alumni of *Education of the Gifted: Methods and Strategies* diploma course with the help of their faculty members. This workshop will prove to be the foundational stone in JPIP’s efforts towards the teacher’s professional development in the education of the gifted.

Sr. No.	Name of Workshop	Period	Coordinator
1)	Comprehensive Child Development Program	25 April - 1 May, 2016 2-8 May, 2016, 9-15 May, 2016, 16-22 May, 2016, 23-29 May, 2016, 4-10 November, 2016	Sujata Honap and others
2)	Ability Building Program	23-29 May, 2016	Sujata Honap and others
3)	Trainers Training Workshop	12,13 March, 2016 18, 29 February, 2017	Sujata Honap and others
4)	Orientation to Psychological Testing	22-23 April, 2016 19-20 November, 2017	Dr. Sucharita Gadre and others
5)	Parenting Workshop	7 June, 2016 17 November, 2016 22 January, 2017	Sujata Honap and others
6)	Quest for Happiness	4-5, 11-12 June, 2016 14-15, 19-20 January, 2017	Dr. Anagha Lavalekar and others
7)	Child and Adolescent Psychology (CAPEP)	11,12 June, 2016 29, 30 April, 2017	Dr. Sujala Watve and others
8)	Quest for Happiness (Advance)	9-10, 16-17 July, 2016	Dr. Anagha Lavalekar and others
9)	Continuous Child and Youth Development Program	July, 2016- February, 2017	Sujata Honap and others
10)	Career Advisor Training Program	6-7 August, 2016 27-29 January, 2017	Nilima Apte and others
11)	Prajna Maitra (Parenting the gifted children)	October, 2016- March, 2017	Uma Bapat and others
12)	Advanced Training in sexuality education and gender sensitization	31 January, 2017	Dr. Anagha Lavalekar and others

In Sanskrit and Indology

Sr. No.	Name of Workshop	Period	Coordinator
13)	Animals in Indus culture	22 August, 2016	Gauri Bedekar
14)	Mother-unity of soul and almighty in one	12 February, 2017	Dr. Sujata Bapat

Late Rukminibai Apte Memorial Lecture

Topic and speaker – Excavation at village Limb (Satara Dist.) (Smt. Anita Agashe)

Period - One Lecture (22 August, 2016)

Workshops/seminars/lectures/conferences conducted by

In Psychology

Sr. No.	Name of the Resource Person	Topic	Seminar / Workshop and Date	Organised by
1)	Dr. Anagha Lavalekar	Think right for mental health	Lecture 9 April, 2016	RSS Divisional section, Pune
2)	Dr. Anagha Lavalekar	Relationship counseling	Lecture 15 July, 2016	Baya Karve Centre for Women studies, Pune
3)	Dr. Vanita Patwardhan	Role of Family in Mental Health	Manatarang Seminar July, 2016	My Mind Matters, and Department of Psychology, Modern College, Pune
4)	Dr. Vanita Patwardhan	Interpersonal Relations, Emotional Awareness and Group Feeling	Workshop on Research Methodology July, 2016	Balashikshan Primary School, Pune
5)	Gauri Kulkarni	Communication Skills	Soft skill Training 6 August, 2016	24 Media Fusion Pvt. Ltd, Pune
6)	Gauri Kulkarni	Self Development and Positive Thinking	Soft skill Training 11 August, 2016	24 Media Fusion Pvt. Ltd, Pune
7)	Dr. Anagha Lavalekar	Vivekanand as a social scientist	Lecture 11 September, 2016	Dr. Madhukar Choudhari and group
8)	Dr. Sucharita Gadre, Pranita Jagtap, Gauri Kulkarni	Psychological Testing	Training in Psychological Testing 12-15 September, 2016	inIMPACT Solutions Pvt. Ltd., Ballia, Utterpradesh

Sr. No.	Name of the Resource Person	Topic	Seminar / Workshop and Date	Organised by
9)	Sujata Honap and Veena Shepal	Facilitation skills and Communication skills	Comprehensive Child Development Program 19 September, 2016	Early Childhood Care and Education, Pune
10)	Dr. Anagha Lavalekar and Sujata Honap	Awareness about Multiple Intelligence	Comprehensive Child Development Program 25 September, 2016	New English School, Tilak Road Pune
11)	Sujata Honap and Veena Shepal	Emotional Intelligence	Comprehensive Child Development Program 13 October, 2016	Babasaheb Ambedkar Research and Training Institute, Pune
12)	Dr. Anagha Lavalekar	Capable Parenting	Workshop on Capable Parenting 28 October, 2016	Zeal highschool Bhugav
13)	Sujata Honap	Emotional Intelligence	Comprehensive Child Development Program 15 November, 2016	New English School, Tilak Road Pune
14)	Sujata Honap	Creative Thinking	Comprehensive Child Development Program 15 November, 2016 4 February, 2017	New English School, Tilak Road Pune
15)	Sujata Honap and Madhuri Kulkarni	Self awareness	Comprehensive Child Development Program 30 November, 2016	Early Childhood Care and Education, Pune
16)	Dr. Vanita Patwardhan	Intelligence, Motivation	Lecture November, 2016	Vivekanand Kendra College of Teacher Education, Nirjuli, Arunachal Pradesh
17)	Sujata Honap and Madhuri Kulkarni	Awareness about emotional needs	Comprehensive Child Development Program 31 December, 2016	Early Childhood Care and Education, Pune
18)	Dr. Sujala Watve	Personality Development of Teachers	National Conference on Personality Development of Teachers December, 2016	Modern College of Education, Pune

Sr. No.	Name of the Resource Person	Topic	Seminar / Workshop and Date	Organised by
19)	Dr. Anagha Lavalekar	Self development for social cause	Lecture 8 January, 2017	Pen education Society, Pen
20)	Dr. Anagha Lavalekar	Motivation behind work	Training Programme 13, 20 January, 2017	Janaseva Bank Pune
21)	Dr. Vanita Patwardhan, Dr. Sujala Watve, Dr. Sucharita Gadre	Paving towards Successful Adulthood	Pannel Discussion 16 January, 2017	Anagha Vachasundar Prathishthan, Goa
22)	Dr. Vanita Patwardhan and Dr. Lalita Agashe	Cooperative Learning	Workshop on Cooperative Learning 17-20 March, 2017	Vivekanand Kendra Vidyalay, Arunachal Pradesh
23)	Dr. Anagha Lavalekar	Role of emotional intelligence in marital relationship	Lecture 26 March, 2017	Bharateey stree Shakti, Pune
24)	Dr. Vanita Patwardhan	Emotional Enrichment for Assertive Personality	Lecture March, 2017	Police Training Center, Naanvij, Daund, Dist.Pune
25)	Dr. Vanita Patwardhan	Motivation for Excellence	Training Programme 20 June, 8 July, 2017	Janaseva Bank Pune
26)	Dr. Vanita Patwardhan	Creative Thinking	Workshop on Creative Thinking	Maharshi Karve Stree Shikshan Sanstha, Pune

Participation as a resource person in Seminar, Conferences

In Psychology

Sr. No.	Name of the participant	Topic	Seminar / Workshop and Date	Organised by
1)	Pranita Jagtap, Sanhita Karmalkar	Exploring Life Skills Profile of Youth	International Conference on Life Skills Education (ICLSE-2017): Life Skills for Achieving Sustainable Development Goals 2030 3-5 February, 2017	Indian Association of Life Skills Education, Pune

Sr. No.	Name of the participant	Topic	Seminar / Workshop and Date	Organised by
2)	Dr. Vanita Patwardhan	Work Related Health and Wellbeing	‘Psychology and Future of Work’ 26 th Annual Conference of the National Academy of Psychology 29 - 31 December, 2016	Department of Management Studies, IIT Madras
3)	Dr. Vanita Patwardhan, Dr. Ashwini Gijare	Work Experience of Chronically Ill Patients and Family Wellbeing	‘Psychology and Future of Work’ 26 th Annual Conference of the National Academy of Psychology 29 - 31 December, 2016	Department of Management Studies, IIT Madras
4)	Kanchan Pande, Dr. Anagha Lavalekar	Psychological Well-being and Work Life Balance of Female Nurses	‘Psychology and Future of Work’ 26 th Annual Conference of the National Academy of Psychology 29 - 31 December, 2016	Department of Management Studies, IIT Madras
5)	Dr. Anagha Lavalekar, Kanchan Pande	Work Life Balance, Positive Affect, and Life Satisfaction of Paramilitary Personnel	‘Psychology and Future of Work’ 26 th Annual Conference of the National Academy of Psychology 29 - 31 December, 2016	Department of Management Studies, IIT Madras
6)	Sanhitta Karmalkar, Dr. Anagha Lavalekar	Quality of Life and Psychological Well-being among Government and Private Sector Employees	‘Psychology and Future of Work’ 26 th Annual Conference of the National Academy of Psychology 29 - 31 December, 2016	Department of Management Studies, IIT Madras
7)	Dr. Sanjyot Deshpande, Dr. Anagha Lavalekar, Dr. Santosh Janrao	Comparison of Psychological Well-being of Women across Working - Non-Working Status	‘Psychology and Future of Work’ 26 th Annual Conference of the National Academy of Psychology 29 - 31 December, 2016	Department of Management Studies, IIT Madras
8)	Dr. Vanita Patwardhan	Role of School, Teachers & Parents	Seminar on Nurturing Emotional & Social Intelligence February, 2017	B. Ed. College, Abhinav Education Society, Ambegaon, Pune

Sr. No.	Name of the participant	Topic	Seminar / Workshop and Date	Organised by
9)	Dr. Sucharita Gadre	School Climate Assessment for Enhancement	Teacher's Training Workshop 22-23 June, 2016	YASHADA, Pune
10)	Dr. Vanita Patwardhan	Action Research	Workshop on Action Research	Karnatak Primary School, Kothrud, Pune
11)	Dr. Anagha Lavalekar	Counseling in new era (Keynote)	Lecture 10 March, 2016	Baburao Gholap College, Pune

In Santrika

12)	Dr. Aaryaa Joshi	The concept of Menstruation of women and its symbolism with the Earth and Rivers	International Conference on Symbolism in Art, Archeology and Literature December, 2016	Deccan College, Pune
13)	Dr. Manisha Shete	Kurma (Tortoise) in Indian Culture (Literary and Customary approach)	International Conference on Symbolism in Art, Archeology and Literature December, 2016	Deccan College, Pune
14)	Dr. Aaryaa Joshi	बालकोंकी धर्म शिक्षा	Conference February, 2017	Department of Sanskrit, Savitribai Phule Pune University, Pune
15)	Dr. Aaryaa Joshi	Trainers Training workshop for editors of Wikipedia	Training February, 2017	Centre for Internet and Society, Bangalore

Attended workshops / seminars / lectures / conferences

In Psychology

S.No.	Name of Participant	Workshop Name	Organised by	Dates
1)	Dr. Vanita Patwardhan	Lecture on 'Perfectionism among our GT Children'	Troy Drayton, Joe Bernhart and David Sebek, Houston, U.S.A.	June, 2016
2)	Gauri Kulkarni, Apurva Shaligram	Mantarang Seminar	My Mind Matters and Department of Psychology, Modern College, Pune	July, 2016

S.No.	Name of Participant	Workshop Name	Organised by	Dates
3)	Dr. Vanita Patwardhan	Conference on 'Culture & Politics of Data Visualization'	ICOSS, The University of Sheffield, England, U. K.	30 September, 2016
5)	Dr. Vanita Patwardhan and others	4 th National and 31 st State Level Marathi Manas-shastra Parishad	S.P. College, Pune	16-17 December, 2016
6)	Smita Nirgudkar, Gauri Kulkarni, Apurva Shaligram	Conference on Well being and its application	D.Y. Patil College, Pimpri, Pune	1 February, 2017
7)	Dr. Sujala Watve	National Conference on Brain based learning	Arihant College of Education, Pune	26 February, 2017
8)	Aakash Chowkase	National Conference on Brain based learning	Arihant College of Education, Pune	27 February, 2017
9)	Pranita Jagtap	मराठी मानसशास्त्र विश्वकोश लेखक कार्यशाळा	मराठी विश्वकोश मानसशास्त्र ज्ञानमंडळ, मुंबई	25 March, 2017

PUBLICATIONS

Research Articles

In Psychology

- 1) Kulkarni, P. & Patwardhan, V. (2016). Stressful life events and irrational beliefs as predictors of psychological wellbeing among early adolescent girls in Pune, India. *Gender & Behaviour*, 13(1), 6507-6514, ISSN: 1596-9231.
- 2) Jagtap, P., Mhaskar, M., Watve, S. (2016). Effect of Primary Teachers Training Program on School Environment. *Manasshastra Patrika*, Vol. 24 & 25, 20-24, ISSN-2394-4730.
- 3) Patwardhan, V. (2016). Age and gender differences in care giving family burden of chronically ill patients. *Manas-Shastra Patrika*, 24 & 25, 39-44. ISSN-2394-4730.
- 4) Dekhane, P. & Gadre, S. (2016). A study of School Problems among Rural and Urban Secondary Rural Adolescents. *Manasshastra Patrika*, Vol. 24 & 25, 62-67, ISSN-2394-4730.
- 5) Paranjape, M. & Jagtap, P. (2016). Manobodh: A path towards better mental health. *Manasshastra Patrika*, Vol. 24 & 25, 128-135, ISSN-2394-4730.
- 6) Jagtap, P., Karmalkar, S. (2017). Exploring the Life Skills Profile of Youth. *Proceedings of the International Conference of on Life Skills Education (ICLSE-2017)*, ISBN-978-93-86256-43-0

- 7) Kshirsagar, N. & Joshi, S. (2016). Interrelation between the coping factors and orientation as a measure through intelligence and aptitude test. *Adolescent Mental Health: Cause for Attention towards a Healthier tomorrow*, ISBN-978-53-83175-81-9.

In Santrika

- 8) Joshi, A. (2016). Concept of Women Priesthood in Hindu Religion. *International Journal of Sanskrit Research (Ananta Journal)*, ISSN-2394-7519
- 9) Joshi, A. (2016). Psychology of Religion. *Manasshastra Patrika*, Vol. 24 & 25, 30-33, ISSN-2394-4730.
- 10) Joshi, A. (2016). Paakshastra in Sanskrit text Maansollas. *Samatol*, Pune : Jnana Prabodhini.
- 11) Joshi, A. (2017). Queen Tararani-Worrier Dauther-in-law of Shivaji Mahraj. *Samatol*, Vol 3&4, 4-6
- 12) Bodas, M. & Shete, M. (2017). Muslim Women making Impact on Politics. *Samatol*, Vol 3&4, 15-17
- 13) Shete, M. (2017). Kurma (Tortoise) in Indian Culture (Literary and customary Approach). *Bharat Itihas Sanshodhan Mandal Annual Journal*

BOOKS

- 1) Patwardhan, V. (2016). Assertiveness: A Way to Positive Thinking (Monograph). Pune : Indian Association of Human Behavior
- 2) Patwardhan, V. (2016). Effects of learning second language (in Regional Language Marathi). Ankur, Brihanmaharashtra Mandal Marathi Shaalaa, Diwali Ank, U. S. A.
- 3) Patwardhan, V. (2017) (Ed). From Youth to Old Age: Challenges, Problems & Counseling. Goa : Asus Prakashan

AWARDS

- 1) Dr. Anagha Lavalekar
Kirtan - Sanjeevani Pushpalata Ranade Award for work in Social Sciences.

TRAINING/TEACHING

1) P.G. Diploma in School Psychology (Recognized by the Savitribai Phule Pune University)

Total 22 students had enrolled for P.G. Diploma in School Psychology class for the academic year 2016-17. The result of this batch was 95.45%. Four students secured 'O' grade, one student 'A+' grade, eight students 'A' grade and eight students secured 'B+'. One student failed the exam.

Practical Work

Individual Testing: This year the assessment for individual testing was changed. A more robust, contemporary and in depth-analysis test was selected (MISIC).

Psychological Testing: Group testing for both English and Marathi medium students was conducted by the students in Nigadi Navanagar Vidyalay. A standardized intelligence test (SPM) and Study Habit Inventory were administered to students from class 5 to 8. Test administration, scoring, interpretation and report writing was done by the students.

Group guidance: This year the topics were consciously shifted to socio-emotional skills as per the demands of the schools. One group of students worked with children from Jnana Prabodhini Prashala. The response of children and feedback from teachers and parents was very encouraging.

The English medium group worked in New English Medium School (NEMS) and the Marathi medium group worked in Nutan Marathi Vidyalay (NMV) for girls. Eight group guidance sessions were conducted by students on the topics of achievement motivation, goal setting, empathy, gratitude, respect, communication skills and thinking skills. The effect of the sessions manifested through enhanced academic performance of students, behavioural changes and positive feedback from teachers and parents.

Individual counselling: Each student undertook two individual counselling cases referred for the emotional, academic or behavioural problems under an experts' guidance.

Enrichment of the course

Workshops:

* Experts in various fields conducted various **workshops** for the P.G. Diploma students on topics like – Study Skills, Communication Skills, Creativity, Career Guidance, Positive Thinking, Stress Management and Sex Education.

* Activity oriented sessions of Person Centered Therapy, REBT, Cognitive Behavioural Therapy and Play Therapy were organized for the students to help them get feel of the counselling.

* Communication skills workshop was conducted by Dr. Anagha Lavalekar

* Students learnt Play Therapy from a practicing Psychologist, Ms. Mrudula Apte.

* Inputs in Behaviour Therapy, Person Centered Therapy and CBT were given by Ms. Aparna Satpute

* REBT workshop was taken by Ms. Anaya Nisal.

* Students received two full days intensive **training for facilitation of skills**. The training was given by Potential Enhancement Section. Students took responsibility of co-facilitation in the **Comprehensive Child Development summer vacation camps**. They also took part in meetings for designing the content of the camps.

Other Activities:

- o A hands on experience of **Class observation** in the school was given.
- o Facility was provided to observe the **case history** session taken by senior psychologist.
- o Training for '**iA**' **test battery** was given to the students.
- o **Study Visit** was arranged to Jnana Prabodhini, Nigdi campus and Prasanna Autism centre to show various models of education for enhancing potentials.
- o **Film week** was arranged to sensitize students to various needs, issues related to children and adolescents in January 2017. Total 5 films were shown to the students.
- o They were- Amhi asu ladke, Kitaab, Dear Jindagi, Udaan and short documentary on a girl Vallari Karmarkar with Cerebral Palsy. The content was related to the psychological and social world of preadolescent and adolescent children. Discussion was taken on these films.
- o Other **assignments** were designed in such a way that students are encouraged to study independently and try to apply the theoretical knowledge to practical settings.
- o The students in this batch attended various **workshops and conferences** on topics like mindfulness, REBT with children, CBT with children, training of psychological tests like TAT, WISC etc. outside JPIP.

Special achievements-

- Viewing the results of group guidance sessions conducted in NMV school, the school has invited our students to work with their school throughout the next academic year and students are in process of accepting the offer.
- Some students are associated with Kishori Vikas Prakalpa and have started taking group guidance sessions there.

Coordinator : Dhanashree Sowani (Assistant Professor)

2) P.G. Diploma in Education of the Gifted: Methods and Strategies (Affiliated to Savitribai Phule Pune University) (UGC No.F.14-67/2013 INNOV/ASIST)

After a lot of follow up and waiting, finally, the course was recognized by the Maharashtra Government and the affiliation process with the Savitribai Phule Pune University was completed. This delayed the admission process and the course started on 3rd Oct, 2016. Prior to that, an entrance test was conducted. Nine students were selected. After a very short first semester, end-semester examination was conducted as per SPPU norms in the final week of the December. Students joined back in the first week of January for semester 2.

Practical Work:

Highlight of the year was students' participation in planning and execution of a state level teacher training in 'Educating the Gifted Learners'. Training titled 'Nurturing Talents' was

attended by 102 middle school teachers from various places of Maharashtra. Students of the course prepared a handbook that was given to the participating teachers. They also co-facilitated the hands on session. Students worked in all the sections including content development to facility management and refreshments. It was a herculean group task that expanded beyond the scope of the objectives of the course and generated unique learning opportunities for them. Later in the semester, one of the students conducted similar teacher training in Pune's SPM School.

As a part of the coursework in Careers of the Gifted, students interviewed alumni of Jnana Prabodhini School and presented their learning through assignment. The students also visited Jnana Prabodhini Prashala, a special school for the gifted, to observe the teachers in action and conduct surveys about 'teachers of the gifted'. In the month of January, students volunteered in state level children's literature festival organized by Chhatra Prabodhan in Nigdi. They studied a literature festival as a means of enrichment in educating the gifted. As a part of an elective course in Parenting the gifted, students participated in Prajna Maitra session and closely studied parent support group model. Students also underwent training in creativity enhancement conducted by CCDP team of JPIP and later participated in summer camps as observers.

Field Visits:

Field trip to four schools in Pune's hilly region of Velhe was conducted. Students participated in Jnana Prabodhini's **Sumedha** research project on the education of the underprivileged girls. Students participated in test administration for identification gifted rural school girls. In multiple visits they developed rapport with the girls and then worked with them on test administration.

Enrichment of the course:

Along with regular faculty, Dr. Sucharita Gadre, Dr. Vanita Patwardhan, Dr. Anagha Lavalekar, Ms. Uma Bapat, Ms. Urmila Dixit, JPIP members took responsibility of different papers. Experts in various fields delivered lectures on the topic of Giftedness – Dr. Girish Bapat, Prof. Vivek Ponkshe, Prof. Mahendra Sethiya, Dr. Swati Bapat, Dr. Mandakini Nagarkar, Ms. Suvarna Gokhale, Ms. Adithy, Ms. Mrinmayi Vaishampayan, Mr. Saugandh Deshmukh, Mr. Amol Phalke, Mr. Milind Mulik, Ms. Kshipra Vaidya, Ms. Shantala Kulkarni, Ms. Neha Abhyankar, Dr. Shreyas Gokhale and the faculty of JPIP enriched the curriculum by their contributions.

Coordinators: Dr. Sujala Watve (Associate Professor), Aakash Chowkase (Assistant Professor)

EXTENSION ACTIVITY

Baseline survey of ZP Primary Schools in 34 districts

All the ZP schools form a very strong foundation for the progress of children. Parents, from lower socioeconomic background are dependent on ZP schools situated in remote areas of Maharashtra. The topic of the study was finding the status of such school. A baseline survey of 136 such schools in 34 districts of Maharashtra was designed as a service for Mutha Foundation. The main aim was to study the physical and psychosocial environment in the

above ZP schools. This was in the light of indicators and parameters in terms of learning outcome provided by the Mutha Foundation. All the following stakeholders such as the Head master, teachers, school committee members, parents of the school students and school students were contacted for the purpose. The learning outcomes were related to inculcation of constitutional and democratic values among students, with governance based on constitutional values, child-centric school environment, opportunities and learning experiences created for students in classroom and outside. Sample consisted of around 2600 students, 136 Principals, 360 teachers, and 540 parents. Specially designed tools were used for data collection. Field observations, open-ended questionnaires, response statements of students, and activities conducted in groups the different tools used for the diverse stakeholders. One-day sessions were conducted by two field investigators to collect the data. Field work of all the 136 schools was completed during July and August 2016. Data was entered into computers for further analysis. School wise, district wise profiles on the variables were prepared to get descriptive statistics. It was supported with qualitative interpretation. The findings highlighted basic statistics of the schools on each variable and inter-correlations among them.

The survey was organized entirely by Jnana Prabodhini's Institute of Psychology members with the help of Mutha Foundation. The faculty engaged in this survey were Dr. Sujala Watve, Principal Investigator, Shubhada Pendharkar, Co-Principal Investigator, Ashwini Tambe, Field Investigator and Dr. Anagha Lavalkar, Dr. Sucharita Gadre, Advisors.

Testing / Training / Workshops

Participants

Comprehensive Child Development Program	550	Ability Building Programme	30
Nirantar Kumarvikas	15	Nirantar Balvikas	130
Psycho Profile	100	Individual Guidance and Counselling	220
Mensa (Pune, Gurgaon, Chennai and Mumbai Chapter)	600	Aptitude Testing (iA)	2333
Aptitude Testing (SWAYAM)	202	Tribal Mensa	3051
Naval Aptitude Test (NAT)	425	Engineering Aptitude Testing	1627
Parenting Workshop	50	Trainers' Training Workshop	100
Vendors (iA)	58	Child and Adolescent Psychology : Enhancing Potential (CAPEP)	125

(License Issued-6915, **Distribution of vendors across India:** Gujarat, Haryana, Delhi, Goa, Telangana, Karnatak and **Distribution of vendors across Maharashtra:** Aurangabad, Jalna, Beed, Latur, Nanded, Solapur, Satara, Sangli, Wardha, Nagpur, Dhule, Nagar, Nashik, Pune, Kolhapur, Ratnagiri, Sindhudurg)

Psychological assessment for selection or placement was offered to renowned industries such as Mercedes Benz India, Bajaj Auto Ltd., Corning Optical Communications, Mahindra and Mahindra, Kone Cranes etc. The testees (N=524) included applicants or trainees.

Counselling and training was also conducted for Savvy Software Pvt., Corning Optical Technologies and Janasewa Bank, Pune (N=85 included applicants or trainees)