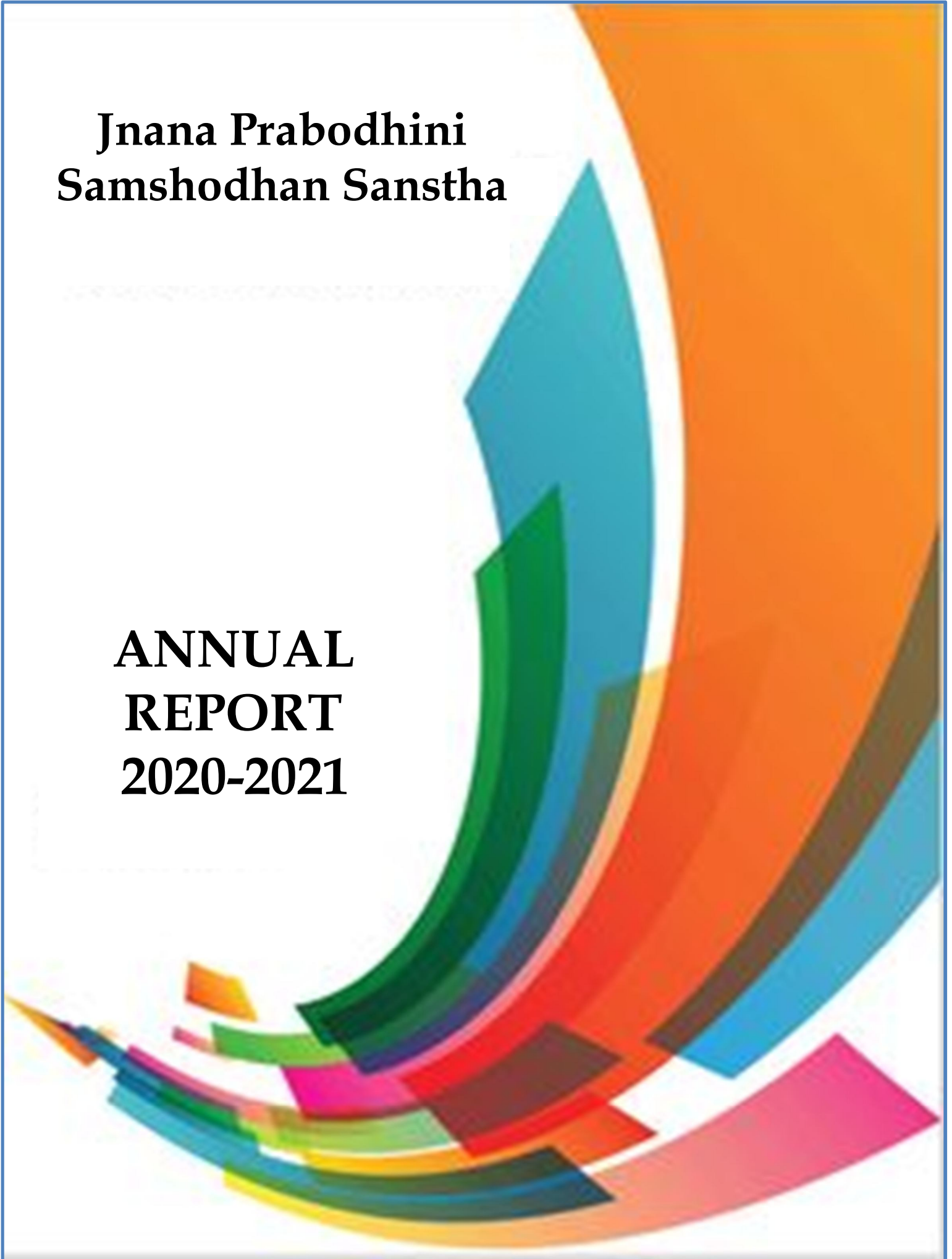


# **Jnana Prabodhini Samshodhan Sanstha**

**ANNUAL  
REPORT  
2020-2021**



## **Committee Members and Office Bearers**

*Year 2020 - 2021*

### ***President***

Shri. Vivek Sawant

### ***Managing Committee***

Dr. Girish Bapat (*Chairman*)

Shri. V. S. Deshpande (*Vice Chairman*)

Dr. Ajit Kanitkar (*Secretary*)

Dr. Sujala Watve (*Member*)

Dr. B. G. Sahasrabuddhe (*Member*)

Dr. Anagha Lavalekar (*Member*)

Shri. V. D. Gurjar (*Member*)

Shri. Ranjitsingh Bhogal (*Member*)

Dr. Vanita Patwardhan (*Member*)

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Dr. Neela Dabir

Dr. Sunita Kulkarni

Dr. Ajit Kanitkar (*Member-Secretary*)

### ***Institutional Ethics Committee***

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Shri. Rambhau Dimble

Dr. Sanjyot Deshpande

Shri. Vivek Velankar

Ms. Sneha Giridhari

Dr. Meenakshi Gokhale

Dr. Vanita Patwardhan

Dr. Ajit Kanitkar (*Member-Secretary*)

### ***Heads of Departments***

***Institute of Psychology***

***Sanskrit Sanskriti Samshodhika***

*Dr. Anagha Lavalekar*

*Shri. V.D. Gurjar*

**Donations to JPSS are exempted  
under section 35(1)(iii) for 125% and under section 80(G) for 50%**

# **Jnana Prabodhini Samshodhan Sanstha (JPSS)**

**Report for the year  
2020-2021**

510, Sadashiv Peth, Pune - 411 030, INDIA

Phone - 24207000, 24207100

Email - [jpss06@gmail.com](mailto:jpss06@gmail.com)

Website: [www.jpip.org](http://www.jpip.org), [www.ejpss.org](http://www.ejpss.org)

# **Jnana Prabodhini Samshodhan Sanstha (JPSS)**

## **Report for the Year 2020 – 2021**

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# **Jnana Prabodhini Samshodhan Sanstha**

## **Annual Report**

**2020-21**

### **Introduction**

The year 2020-21 was an extraordinary year for mankind. No one had imagined and anticipated the scale of devastation the Corona pandemic would inflict. The year was full of uncertainty, fear, and grief. Our country and all our citizens experienced a tough time as we experienced almost a hopeless situation. The year ended with some hope with the news of the launch of vaccines probably reducing the severe and deadly consequences of the pandemic.

We in JPSS experienced a temporary setback in our activities. The educational activities, the outreach, counseling and training services for students and parents, research that required field travel – everything was kept on hold as the health and wellbeing of our staff became the prime consideration. However, all of our researchers and staff members responded bravely to the contingency. We learnt to use the new modes of communication mainly through Zoom and Google calls, a series of webinars that substituted in-person meetings and virtual interactions became the norm rather than exception. We had to strive to reach a balance between keeping the morale of all of our staff high, attending to their personal and professional difficulties to the extent we could and yet continue to work on tasks planned for the year. It was a unique time for all of us to be together and experience solidarity.

Though we had some setbacks in terms of reduced enrolment for our educational activities, we attempted to substitute those shortfalls by offering webinars on a variety of topics. In addition, 40 counsellors offered voluntary counseling services to people in distress including about 400 family members of police personnel. The counselling sessions proved valuable to persons suffering from physical isolation leading to mental stress. We switched over to offering educational programmes via online mode. Creative solutions such as WhatsApp groups for 200 plus children who participated in personality development camps were formed. Data collection for an ongoing aptitude test development was organized through an online method, 2500 plus respondents participated.

Another noteworthy achievement was the shortlisting of JPSS's proposal submitted to the HCL Foundation. After a very exhaustive process of due diligence, JPSS's proposal titled 'Yuva Sathi' was awarded the second prize and a grant of Rs. 25 lakhs. The entire process was educative for the team JPSS. We propose to implement the activities under this project in 2021-22.

I am happy to report that JPSS in collaboration with Maharshi Karve Stree Shikshan Sanstha's Shri Siddhivinayak Mahila Mahavidyalaya submitted a proposal to the National Commission for

Women (NCW), New Delhi. The project titled ‘Probing the mental health of women professionals in police and governance in COVID times through assessment and rational emotive thinking based intervention’ was selected for funding by NCW. The project is being implemented in 2021-22.

Another noteworthy contribution of JPSS during the pandemic was responding to the emotional and spiritual needs of families for meaningful ‘Sanskar’ (संस्कार). These were for a variety of Sanskars such as the Shradha ceremony, for marriage. Our trained Purohits performed 4018 Sanskar programmes, mostly through the virtual medium. This was well appreciated by the families and media. We unfortunately also lost two of our senior Purohits in the pandemic.

Another noteworthy point was conduct of regular meetings of the Research Advisory Committee (RAC) and the Institutional Ethics Committee (IEC). We received valuable advice from these committees. We are grateful to the members of both committees.

The demise of Prof. Dr. Arun Nigvekar on 23 April 2021 is a huge loss for our institute. Prof. Nigvekar was the President of JPSS during 2010-2019. JPSS benefitted immensely during his tenure as the President. An international conference on the education of the gifted was organized at his suggestion. We offer our sincere condolences to his family members and pray for the departed soul.

2020-21 was an exceptional year that challenged everyone. All the staff of JPSS rose to the occasion, continued to face the pandemic while being attentive to the responsibilities at the work front. We are thankful to all of them. We also wish to acknowledge the contribution of all our donors and well-wishers. We do hope that 2021-22 would be a new beginning post-pandemic where we could resume our activities with renewed energy. Please do communicate your feedback and comments, if any, on this report.

Dr. Ajit Kanitkar  
Secretary

## **Research projects Completed**

### **In Psychology**

#### **Human Potentials/Intelligence/Giftedness**

##### **1) Careers of Alumnae of a School for the Intellectually Gifted in Pune, India**

The objective of this study was to examine the psychosocial processes involved in career decision-making of the alumnae of Jnana Prabodhini Prashala and the role of their family of origin, school, work environment, and current family therein. The study was considered significant in view of their special schooling aimed at nurturing intellectual giftedness and the Indian cultural setup. Career was defined as series of goal-directed roles performed by a person during her lifetime, the focus of this study being on the academic and occupational roles. The study was designed in two phases; a survey of the alumnae was conducted in the first phase to collect their career-related information. An online questionnaire was designed and mailed to about five hundred members. Sixty of them expressed their willingness to participate in the study. In the second phase, a purposive sample of eight was selected from amongst the respondents using a maximum variation strategy. Semi-structured interviews were conducted to understand how each participant perceived her giftedness, made her career choices and faced the challenges within her context. The narratives were qualitatively analyzed in light of different theories to explore the Career Development processes. While each participant was unique, some common themes were observed. Their desire/ intentionality to develop their career, post-school, was observed across all cases. Those who were clear about their long-term goals, about the cause they wanted to work for, were seen to proactively design their careers. Others were seen to take opportunities afforded to them, and contribute at their best. Their families-of-origin played a significant role in the early career choices. School left an indelible mark on their cognitive and moral development. Insistence on values (principles) was commonly mentioned by the participants. The work environment was critical to ensure that their high-abilities were challenged and used. Performance feedback helped to build their self-efficacy. Their current family impacted the location and their availability for careers. Family responsibilities, especially maternal, assumed priority over their work role and were seen to be the prime reason for career breaks. In some cases, relationship conflicts were seen to overshadow career development. At each life stage, the support of those close to them was seen to matter a lot. Their satisfaction with the career outcome ranged from average to above-average. As a cohort, the participants demonstrated high learnability and self-efficacy beliefs at work and were firmly anchored to their values.

**Principal Investigator** - Dr. Sujala Watve  
**Advisor** - Dr. Anagha Lavalekar

**Research Assistant** - Aparnagouri Phatak  
**Duration** - 3 years

## **2) Norms Development for “Intelligence Test, Adjustment & Personality (iTap)”**

Jnana Prabodhini Samshodhan Sanstha developed a battery of tests named iTap: Intelligence Test, Adjustment & Personality. It is a battery of tests measuring various abilities, General Intelligence, Adjustment level at Home & School, and some personality dimensions of 7th, 8th & 9th standard students.

iTap test battery has been created with a specific purpose for giving counseling to students regarding their future education plan or counseling plan. This battery measures general intelligence, three abilities namely: Symbolic ability, Linguistic ability, Social ability, Home adjustment & School adjustment, and personality dimensions namely: Feeling of well-being, Confidence, Openness, self-sufficiency, emotionality. This iTap test battery is based on the Structure of Intellect (SOI) Model (Guilford, 1967, 1972).

Since 2015, a large number of students have solved this test in the written mode. Some changes were made to this test battery. Therefore, it is essential to update the norms for the computer versions. For this purpose, data collected during the period 2015-17 was compiled (Total N=300 for 7th, 8th, 9th 100 each). To calculate norms, the obtained Raw Scores were converted to Standard Scores and further to Percentile Ranks for the Ability.

In the first version, there were six tests included for measuring general intelligence, and a total score of 60 was calculated. In the new version, two tests of figural abilities were included in general intelligence, leading to a total score of 80 for general Intelligence. Therefore norms have to be updated for the computerized (Web Version) test battery.

**Principal Investigator** - Sayali Medhekar  
**Advisor** - Dr. Sucharita Gadre, Dr. Meenakshi Gokhale

**Co-Investigator** - Nilima Apte, Neha Kshirsagar  
**Duration** - 1 year

### **Quality of Life**

## **3) Olakh sparshachi (ओळख स्पर्शाची): Developing, standardizing and executing the training to prevent child sexual abuse to emotional health of children**

Emotional safety & security is one of the basic needs for the emotional health of any individual. Childhood is very sensitive to this need. Increasing incidences of child sexual abuse are posing a potential threat to the feeling of emotional safety among children all over the world. The present study tries to unfold a systematic & organized effort to help children maintain their emotional health by making them aware of the “Good touch and Bad touch” & ways to safeguard oneself from abuse. The said project involves a trainer’s training for teachers/volunteers/& educators to attain mastery over the content and skills to inculcate this awareness among children between ages 7 to 12 years.



The purpose of the program was to create awareness about sexual abuse in children between 7-12 years and to help them become strong to defend themselves and become emotionally more secure.

Objectives were

- To develop a training program (content and process) for building awareness among primary school children regarding 'Good touch- Bad touch'
- To build and develop a core team of master trainers who will be further training the teachers/volunteers at local places.
- To build a network of teachers/volunteers and train them to impart awareness to children.
- To keep track of sessions conducted by the trainee participants in schools at local places.
- Train 400+ teachers for building awareness among primary school children regarding 'Good touch- Bad touch'.
- Help the trained teachers conduct sessions of "Good touch- Bad touch"
- Resolve issues faced by the teachers during the awareness sessions
- Keep a track of the sessions conducted by the trained teachers in their vicinity/ schools.

Data collection: 757 trainees from 13 tahasils of Pune district trained by 30 master trainers, 77600 children covered across the target area.

Impact of the training on the trainers: In all 757 participants took the pre-test. The maximum score was 73 and the minimum score was seen to be 11 indicating a range of 62. The mean score for the pre-test was found to be 56.58 with a standard deviation of 7.79. The skewness value of the data is seen to be -0.72 indicating that the data is moderately negatively skewed.

This was treated as the pre-test data and later the trainee teachers were provided with a google form of the same test to be filled in after they conducted the classroom sessions. In all 150 respondents replied with their answers among which 123 responses could be used (others responses being incomplete) for impact analysis for the trainee population.

On considering the data of post-test and the subsequent data of the pre-test with 123 participants it can be seen that the minimum score for the pre-test is 34 and the maximum score being 73 while for the post-test the minimum score is 25 and the maximum score is 77 indicating an increase in the range of score in post-test. It is seen that there is an increase in the mean score from 58.58 in the pre-test to 60.76 in the post-test. The data of the pre-test is moderately negatively skewed while the data of the post-test is highly negatively skewed with a value of -1.53.

Finally, the comparison of the two steps of scores ( Pre- and Post-test) shows that the paired sample t-test value on comparing the scores of pre-test and post-test scores is found to be 3.28 which is

significant at 0.001 level. This indicates that the training has brought a significant positive change among the participants.

**Importance and Relevance:** Such interventions are a real need of time when young kids are getting more vulnerable to abusive experiences due to different social factors. This training of their first-hand mentors at schools/ in society will help children get clarity over the concept of abusive behaviors as well as they will get a primary support source to approach if unfortunately, they fall prey to it. The increased scores of the trainers on the attitude scale reflect their readiness to take up the responsibility to spread the word and help children in difficult times. Replications of such training across society will contribute significantly to making children feel safer.

**Conclusion:** Simple and concrete steps taken to propagate awareness about sensitive issues like child sexual abuse can be turned into a movement to make children happier, safer, and free of any such threat which tarnishes their childhood forever. User-friendly content and skills can make the field-level persons like teachers motivated and ready to take their share in the positive actions to make children safer and healthier.

**Principal Investigator** - Dr. Anagha Lavalekar  
**Research Assistant** - Sujata Yadav, Shubhangi Patwardhan  
**Field workers** - 30 master trainers from Samvadini Group

**Duration** – 2 years  
**Funded by** - Bajaj Finserv

#### **4) Self Awareness in Youth for Anti Addiction Motive (SAIYAM)**

The project aimed to create awareness among the adolescent children in Pune city about the prevention of and abstinence from addictions through 'self-control and self-regulation'.

The statement of the problem was to empower the teachers and volunteers through a training program by building their mentoring potential to facilitate self-regulation habits amongst adolescents to avoid Substance abuse, Media abuse, and Sexually risky behavior.

In the present study, a Pretest-Posttest Quasi-Experimental design was used.

The sample was incidental. It consisted of the adolescent children from 8th and 9th standard from government-aided and private schools in Pune city for whom 22 intervention sessions were carried out by trained teachers and volunteers.

##### **Tools used:**

1. **My Knowledge, My Health test (MKMH):** This test refers to information about sexuality issues. It includes scientific information related to anatomy, physiology, myths, and misconceptions related to sexuality and addiction, medical and health issues, and lastly evil practices in sexuality.

2. **Myths and Misconceptions about Addiction test (MMAT):** This test measures the adolescents' knowledge, awareness, and attitude about addiction.

3. **What is in mind test (WIMT):** This is an open-ended test that measures adolescents' attitude towards Locus of control (LOC), Assertiveness, Delay in gratification, and Frustration tolerance.

**Procedure: Step 1:** Master trainer selection and training was done to maintain uniformity and standardization in imparting the training content.

**Step 2:** Master trainer's manual with a training session plan for each topic was developed for conducting trainer's training.

**Step3:** Teachers and volunteers were enrolled through the digital form. Some basic screening was done based on the information provided by them in the forms. Total 215 trainers were trained in five batches in Pune.

During the training, different methods were used for different sessions which included role plays, focused group discussions, stories, paper-pencil tasks, group activities, video clips. The trainers were given practice sessions in small groups for the delivery of the content.

**Step 4:** After this training, the trainers conducted 22 sessions (35 minutes each) in the schools in their vicinity for 8th and 9th standard boys and girls as per the lesson notes given during the training (total of 1033 clock hours in 56 schools, for 7279 students). Pre and post-testing for MKMH were conducted for all the sample groups whereas MMAT and WIMT pre and post-testing were conducted for a random sample group. **Step 5:** Data analysis was done for obtaining: descriptive statistics for all groups, pre-post comparisons for the total group, gender comparisons and gain score comparison.

#### **Overview of Results:**

*Impact on the total group:* Significant difference was obtained on this test for the total group (0.00 level) on My Knowledge, My Health as well as on Myths and misconceptions about Addiction. A mixed impact was obtained on 'What is in mind involving significant positive impact on total score, impulse control and frustration tolerance except on locus of control. 57% of children showed positive changes in the above-mentioned four aspects. 85% of children leaped at 1 to 10 scores. Some have shown a leap of 16 to 20 scores.

*Gender differences:* Gender differences were observed at the pretest as well as at the posttest level also, favoring the girls on all three tests.

However, the gain score analysis indicates a small upper hand for the girls though not significant.

**Qualitative changes observed: For the trainers:** Presentation skills sharpened, Concept clarity and attitudinal change, towards the topics, Inhibitions of talking about certain topics with students or approaching schools reduced, Communication skills improved, Empathetic behaviour and increased patience towards students.

**For students:** Willingness for making a resolution, Differentiation between appropriate /beneficial and inappropriate/harmful behaviour, Readiness to receive information about non-academic, but life-related subjects facilitated, Triggered the thought process about topics like gender equality, addictions, and life skills.

**Other significant outputs/ outcomes:**

- Creation of Additional Training Material
- An extra module on Addiction developed to go along with previous modules
- A module on self-regulation under development
- Master trainer module created
- Process of training the trainers documented
- Lesson Plan book for trainers created
- Exactly replicable sessions even with replacing conducting person-assured

**Principal Investigator** – Dr. Anagha Lavalekar  
**Project Assistant** - Rupali Deshmukh  
**Funded by** - Tarachand Ramnath Seva Trust

**Project chief coordinator** – Shamangi Deshpande  
**Duration** – 1 year

## **5) The Psychological Impact of Nationwide Lockdown due to the COVID-19 Pandemic on People in Maharashtra, India**

COVID- 19 is an infectious disease caused by the novel and most recently discovered coronavirus. Many countries including India announced a lockdown to curb the spread of COVID-19. Lockdown due to COVID-19 is an unanticipated event that has led to unique consequences for mankind all over the world. Cities like Mumbai and Pune were leading the charts of the highest number of cases and deaths in India. Due to the fast spread of the virus, there has been fear and uncertainty in the minds of people.

The objectives of the present research were -

- To study the psychological impact of lockdown due to pandemic COVID-19.
- To study the gender differences on the emotions experienced and activities for coping in the lockdown due to pandemic COVID-19.

A total of 1365 people from all over Maharashtra, participated in this survey, out of which 38.3% were males and 61.7% were females. 87.3% of participants were graduates and postgraduates whereas 7.7% were undergraduates. Only 5% of participants had completed either the 10th or 12th standard. All the participants were above 18 years of age. Age groups wise distribution of the sample indicates that the highest percentage of participants (55.2%) belonged to the age group that is 36-55 years. During the lockdown, 42.1 % of participants worked from home every day for approximately 8 to 9 hours.

To assess this impact, a questionnaire 'How do I experience the lockdown?' was developed in two languages, English and Marathi. The Questionnaire consisted of 37 questions, in various forms e.g. multiple-choice, Likert type, sentence completion, open-ended, etc.

The questionnaire was divided into five sections. The first section included demographic information like age, gender, marital status, family type, current place of residence, etc. Physical health-related questions were included in section two. Section three consisted of questions related to the nature of the work participants engage in. The fourth section measured sleep patterns, frequency and nature of communication with others, and emotions experienced. Participants were asked to rate the frequency of some emotions experienced during the lockdown on a four-point Likert scale ranging from always, sometimes, rarely, to not at all. To gain information about coping strategies used by the participants, questions were asked regarding specific activities which they engage in to reduce stress during the lockdown. The last section was supposed to collect qualitative responses regarding the experience of lockdown.

Two separate Google forms were developed with separate links for each and links were sent through Emails or a WhatsApp message with a letter attached which included the purpose, the importance of the study, and informed consent regarding voluntary participation. For this online study, the snowball sampling technique was used. Data were collected during the second nationwide lockdown period (12th April to 30th April 2020).

Data was analysed using quantitative and qualitative methods.

Emotions during lockdown - Preliminary analyses of quantitative data regarding emotions showed that participants mostly experienced a diverse range of emotions with varied frequencies. Gender differences calculated through independent t-test showed that females are higher than males on stress ( $t=2.64$ ,  $p=.008$ ), irritation ( $t=3.99$ ,  $p=.000$ ) fear ( $t=3.38$ ,  $p=.001$ ), and compassion ( $t=3.74$ ,  $p=.000$ ) with respect to frequency of experiencing these emotions, whereas, males were significantly higher than females on the feeling of peacefulness ( $t=1.96$ ,  $p=.050$ ). No significant gender differences were found in the frequency of experience of emotions like insecurity ( $t=.88$ ,  $p=.38$ ), boredom ( $t=1.55$ ,  $p=.12$ ), depression ( $t=1.69$ ,  $p=.10$ ) happiness ( $t=.64$ ,  $p=.32$ ) and satisfaction ( $t=.97$ ,  $p=.33$ ).

Sleep pattern and quality of sleep during lockdown - 23.1% of participants faced trouble falling asleep whereas 18.9% of participants experienced frequent sleep disturbances during the second lockdown.

Social interactions during lockdown - With respect to social interaction, 29.5% of participants mentioned that their interactions with friends and family increased during the lockdown and 27.8% reported reduced social interactions during this period.

Qualitative analysis: An attempt was made to understand the experience of lockdown through open-ended questions.

Stress experienced in lockdown - After reading all responses, stresses are classified into four major categories-Family related stress (this stress was mentioned by most of the women), Job-related stress, Financial stress, Education-related stress (This type of stress was mostly seen in college students.)

Coping activities in Lockdown - Participants had their ways of coping with the situation. More than 50% of participants preferred to engage in activities like listening to music/songs (64%), reading (61%), chatting-video, text, phone call, etc. (56%), doing yoga or exercise daily (59%) and watching movies (60%). 44% of people were playing indoor games daily.

Activities which they engaged in can be broadly classified into three categories- 1) creative activities (dance, drawing, painting, sketching, new recipes, etc.), 2) physical health and hygiene-related activities (Yoga, jogging, diet, cleaning, sanitizing, etc.), 3) spiritual activities (listening to spiritual discourses, bhajan, chanting a mantra, reading religious text, etc.), and 4) entertainment-related activities (watching a movie/web series, listening to music, playing indoor games like cards, carom, computer games, etc.). Daily engagement with religious-spiritual practices emerged as a prominent coping strategy used by participants.

Based on these results, psychological interventions can be designed to cater to the psycho-emotional needs of the people going through this uncertain situation. Online self-help intervention can be implemented for the needy person to reduce the adverse psychological impact of COVID-19.

**Principal Investigator** - Dr. Pranita Jagtap

**Duration** - Six months

## **6) A study of project-based learning method outcomes: birds and insects observation project during lockdown**

During the pandemic when school was shifted to online mode, it was a challenge to keep the focus of the students on learning without boredom. The project-based learning method helped a lot to face this challenge.

An observational project to observe birds and insects found around them and record their movements, habits, and if possible their life pattern was introduced to the student of class 7th (12 to 13 years age). Eighty students (37 boys, 43 girls) participated in this day-long project.

Participants have to look around their surroundings and take photos of birds and insects. These photos will be sent to the facilitator and the facilitator will explain the name species of these birds and insects through a lecture.

An exploratory research design was used. The sample collection method was the purposive method.

Participants wrote their experience in an 8 item questionnaire.

Qualitative analysis of these experiences reveals 8 themes regarding cognitive and affective learning outcomes. In these outcomes, 90 and above percent of students gained motivation and problem-solving skills.

71 percent of students gained cognitive skills. 58 percent of students showed ability enhancement. While 56 percent of students get curious about the world of birds and insects after completing the project. 48 percent of students showed more interest in the project. The observation skill of 49 percent of students is enhanced. 41 percent of students showed their sensitivity to the project.

**Principal Investigator** - Sujata Honap  
**Research Assistant** - Sandhya Khasnis

**Co-investigator** - Prasanna Alone  
**Duration** - Six months

## **7) The impact of online child development and sustainable child development activities on children during the Covid period: A study of parents' perspectives**

Potential Enhancement Services wing has been continuously implementing Child Development and Sustainable Child Development activities for the last 25 years to develop thinking skills and psycho-social abilities in children in the age group of Concrete Operational Stage (7 to 12 years). However, during the academic year 2020-21, these camps and activities were conducted virtually using online platforms like WhatsApp, Google meets, and Zoom. During these camps and activities, the parents were the direct and key observers of the change process in the children. Therefore, the observation records were filled by the parents through a questionnaire prepared by the researcher after the completion of seven days of child development camp and after 6 months of continuous child development activities.

A total of 65 children participated in this research. Also 'survey method' research was done.

After the first reading of these entries, a positive change was recorded in the thinking and psycho-social abilities of the children. An in-depth and rigorous qualitative analysis of these responses is currently underway.

The purpose of this action project was to examine the impact of a seven-day online child development camp and a six-month online continuous child development initiative on children during the Covid period through parental perspective.

**Principal investigator** - Sujata Honap  
**Duration** - Six months

**Co-investigator** - Prasanna Alone



## Research projects in-progress

### In Psychology

#### Human Potentials/Intelligence/Giftedness

##### **1) Aptitude test for Designing (APT-D)**

Designing Aptitude test for X to XII students had reached the step of completion of preparing/writing items based on finalized definitions, during the last two years.

This year mainly work was done in two steps. First, try-out forms of all subtests namely Cognitive Ability, Critical Thinking, Language English, Language Marathi, Working Memory, Creative Problem-solving, Visual-Spatial, Social Ability, and Personality were finalized.

The nature of items is different for each subtest. From among these, Cognitive Ability and Working Memory have questions based on figural stimuli. Critical Thinking and Language Ability have questions based on verbal stimuli. The Social Ability test has human pictures or situation descriptions as stimuli and questions based on them. The visual-Spatial subtest is a combination of figural and verbal stimuli and questions based on them. For all these questions multiple-choice format is used for the response. The creative problem-solving subtest has two open-ended questions one asking for/ extracting figural responses and the other asking for/ extracting verbal responses.

Test try-outs were conducted online due to covid conditions. Following steps were taken while administering the tests. Firstly, test time was scheduled through a phone call. Then consent form was sent via email. Once the confirmation was received via Consent Form, Google meet was set up and test administration was done through remote proctoring. Till date, about 1900 test administrations have been done.

A final list of selection of items is being prepared which will then be presented before an Expert panel of psychometricians, Senior Professors, and statisticians for approval or revisions if any. Considering the recommendations of the expert panel the Final forms will be prepared for small sample tryouts before finalising and standardization of the Test Battery.

**Principal Investigator** - Dr. Sucharita Gadre

**Guide** - Dr. Sujala Watve

**Co-investigators** – Aparnagouri Phatak, Nilima Apte

**Duration** - 3 years

**Research Assistants** - Jayashree Nangare, Soniya Poonawala, Anyesha Mishra

##### **2) Online learning, classroom quality, and student motivation: perspectives from students, teachers, parents, and program Staff**

The purpose of this concurrent mixed-methods study was to assess the quality of online learning with a focus on student motivation in the context of a talent development program. Data were collected from 221 Indian students from fifth to tenth grades for three academic years during their participation



in 14 online and 10 in-person courses. Students, teachers, and parents responded to a measure of classroom quality assessing five constructs - appeal, meaningfulness, academic self-efficacy, challenge, and choice. In addition, 41 online sessions were observed by program staff using an additional measure of instructional quality. Participants rated online learning to be highly supportive of learning motivation. No significant differences were observed in student motivation by program format, gender, or program level. Qualitative analysis revealed specific affordances and challenges in supporting student motivation in online learning. Implications in the context of out of- school programs for students with intellectual gifts and talents are discussed.

**Principal Investigator** - Aakash A. Chowkase

**Duration** – Six months

**Co-Investigators** - Kshama Datar, Ashwini Deshpande, Sandhya Khasnis, Aditi Keskar, and Snehal Godbole

### **3) Self-regulated Learning and Intellectually Gifted Adolescents: Interrelationships among Components and Intervention Effects**

Self-regulated learning (SRL) is central to learners' ability to direct their learning. SRL determines individuals' success in school and across the lifespan. We designed an intervention following Zimmerman's cyclic model and examined self-efficacy for SRL, academic self-efficacy, self-control, and causal attributions using a sequential mixed-methods design. The intervention was implemented at an out-of-school talent development program. Sixty-four intellectually gifted adolescents participated (n=31, in the intervention group). Quantitative findings revealed participants in the intervention group performed better on the target variables and developed adaptive causal attributions about their learning. Qualitative results showed participants found high usefulness in the intervention by acquiring learning strategies at the forethought (goal setting, self-motivation), performance (self-talk, self-monitoring), and reflection (self-evaluation, causal attributions) phases of SRL.

**Principal Investigator** - Aakash A. Chowkase

**Duration** – 1 year

**Co-Investigators** - Kshama Datar, Fabio Andrés Parra (Purdue University)

### **Quality of Life**

#### **4) A qualitative study of people's coping process during lockdown due to pandemic COVID-19**

Since January 2020, the world has experienced two waves of the pandemic COVID-19 and is expecting the next one to come soon. To curtail the progression of the disease which is getting transmitted from human to human, many countries have announced lockdowns from time to time since the beginning of the pandemic. This research was conducted during the first nationwide lockdown in India from March 2020 to June 2020. The lockdown restrictions were strict and many people were experiencing this phenomenon for the first time and hence felt stressful.

The present study is designed to answer to following major research questions:

- How have people in general coped with the lockdown situation due to COVID-19?
- Is the coping of people who are stuck away from their homes and family members during lockdown any different from other people?
- How do people with mental illness coped with the present situation of lockdown?

The study has been qualitative. Considering the novelty of the situation and scarcity of research studies of coping of people during pandemic (which has been recorded to come every 100 years in human history), it was decided to use the grounded theory method. The grounded theory method starts with the data and helps to build a theory based on empirical observations.

People locked down at home or away from home and with or without mental illness were contacted to know their interest to participate in this study.

The total numbers of participants were 36. Of these 21 people were in the usual group (people who were at their regular places during lockdown), and 15 people were in the unusual group (people who had to be at unusual places during lockdown). Total persons with mental illness were 10. Of these only one person was away from her regular place.

The study is in its last phase and through this study, it is expected to know more about participants' coping with an unusual and unprecedented phenomenon like lockdown and build a theory which will be grounded in the data.

**Principal Investigators** - Dr. Neelam Oswal, Dr. Pranita Jagtap  
**Advisor** - Prof. Sunita Kulkarni

**Duration** - 1 Year

## **5) Effect of spiritual practices on psychological well-being and quality of life**

Spiritual practices are specific activities such as prayer, meditation, worshipping, reading religious books, etc. performed to deepen the relationship with the supreme power. A review of the literature showed that people enable to have a sense of peace and purpose in life. Engagement in such practices leads to positive effects on mental health. In the present research main objective is to study the effect of spiritual practices on the psychological well-being and quality of life of practitioners. The study will also compare the effect of spiritual practice across gender and age groups.

Two standardized tools are used for data collection 1) Quality of Life (WHOQOL-BREF) developed by the World Health Organization, which covers four domains - physical health, psychological health, social relationships, and environmental health; 2) That is how I feel - (Scale of Psychological Well-being) developed by Ryff (1989) which encompasses six dimensions of psychological well-being namely autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Permission of the original author was sought

to use this tool for research purposes. A personal data sheet was prepared to know more about the socio-economic status and spiritual practices of individuals. Also, an informed consent form was designed. For online data collection, Marathi and English set of all the above tools were converted into Google forms. Consent form along with messages sent via social media to various groups. Those who filled consent form were contacted for data collection. Data were collected from 325 individuals using a mixed-method (online & in-person paper-pencil form). Data cleaning and data entry are in process.

**Principal investigator** - Dr. Manasee Rajhans  
**Advisors** - Dr. Usha Khire, Dr. Sujala Watve

**Co-investigator** - Dr. Pranita Jagtap  
**Duration** - 2 Years

## **Doctoral Research**

### **Ph.D. Awarded**

#### **1) The Effect of Gratitude intervention on Dispositional Gratitude Authenticity and Emotional Intelligence for late adolescents**

Adolescence is a period of progression from childhood to adulthood, a time when many important social, cultural, economic, and biological experiences take place. Major issues among adolescents include substance abuse, high-risk sexual behaviors, stress, common mental disorders, academic pressures, getting a good GPA or getting a good job, turbulent intimate relationships, etc. positive directions are essential to help them adapt to such challenges. This signifies the need to understand the mental processes of adolescents and evolve strategies to make the future generation more mentally healthy. The purpose of the present study examined the effectiveness of the gratitude intervention on dispositional gratitude, authenticity, and emotional intelligence among late adolescents. Past research suggests that significant improvements in affect, well-being and gratitude can be gained with the implementation of gratitude intervention (Emmons & McCullough, 2003). The research involved the development of a gratitude intervention program, pilot study conductance, and execution of a gratitude intervention program in a college setup. In the present research quasi-experimental nonequivalent pretest-posttest design (Shadish, Cook & Campbell, 2002) was used. An incidental sample of 99 boys and 123 girls of junior college students from Pune city was employed, the experimental group consisted of 47 boys and 61 girls, whereas the control group consisted of 52 boys and 62 girls. The participants were assessed on the self-report measures of Dispositional Gratitude (measured by the Revised Gratitude Resentment Appreciation Test), Authenticity (measured by the Authenticity Scale), and Emotional intelligence (as measured by the Schutte Self-Report Emotional Intelligence Test). The intervention involved 20 sessions spread across 20 weeks. Quantitative data analysis was done using descriptive statistics, t-test, MANOVA, and ANOVA of gain scores. Results of the quantitative analysis indicated that there was a gender difference found on the pretest scores of

Dispositional Gratitude and Emotional Intelligence, so the researcher decided to do the analysis separately for boys and girls to see the intervention effect. Results revealed no significant difference in the experimental and control group on gain scores of Gratitude for boys [ $F(1, 97) = 2.25, p = .14, \eta^2 = .02$ ], Gratitude for girls [ $F(1, 121) = 1.27, p = .26, \eta^2 = .01$ ], Authenticity for boys [ $F(1, 97) = .00, p = .95, \eta^2 = .00$ ], Authenticity for girls [ $F(1, 121) = .65, p = .42, \eta^2 = .01$ ], and Emotional Intelligence for boys [ $F(1, 97) = 1.37, p = .24, \eta^2 = .01$ ]. However, a significant difference was found in gain scores of Emotional Intelligence for girls in the experimental group and control group [ $F(1, 121) = 6.47, p = .01, \eta^2 = .05$ ]. Results showed that the gratitude intervention had a statistically significant effect on improvement in emotional intelligence across time for girls. There was no significant difference found in gain scores of Gratitude and Authenticity for girls from both the experimental group and the control group. There was no significant difference found in gain scores for all three variables namely, Gratitude, Emotional Intelligence, and Authenticity for boys in both the experimental group and control group. For a better understanding of the results, a qualitative method was employed. Qualitative data show day to day benefit of gratitude that is revealed through written feedback of participants. Participants' feedback of intervention revealed that these sessions helped them to become more self-aware. Thus, research confirms the efficacy of the intervention program to improve the EI of Indian adolescent girls. It is an addition to the documentation of gratitude, apart from the other studies that document the effects of a gratitude intervention.

**Researcher-** Smt. Shilpa Ashok Salve

**Guide –** Dr. Anagha Lavalekar

#### **Ph. D. Studies in Progress**

- 1) 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. Ranjitsingh Hukamsingh Bhogal    Guide –Dr. Anagha Lavalekar
- 2) Study of Psychological Wellbeing of Intellectually above average College students in relation to Family Environment and Classroom Environment  
Researcher- Smt. Dhanashree Atul Sowani                      Guide –Dr. Anagha Lavalekar
- 3) Resilience, Emotional Competence and Internal Locus of Control in Goan Adolescents of Alcoholic and Non-alcoholic Parents  
Researcher- Gomes D'Costa Maria Fatima                      Guide –Dr. Anagha Lavalekar
- 4) Impact of Psychological Capital (Psy Cap) and Satisfaction with life on Job Satisfaction and Employee Engagement  
Researcher- Smt. Kirti Jawaharlal Gohel                      Guide –Dr. Alpna Vaidya

## **Test Development**

### **In Psychology**

- ❖ Developed a Test Battery “iTap” (Intelligence Test, Adjustment & Personality)

## **Lectures, Seminars, Webinars and Workshops**

### **Organized by JPSS**

### **In Psychology**

#### **❖ Workshop on Research Methodology: Application in Social Sciences**

Jnana Prabodhini’s Institute of Psychology based in Pune, Maharashtra, organized and conducted five days workshop on Research Methodology: Application in Social Sciences from 2nd to 6th February 2021 using mixed mode-online and offline. The main focus of this workshop was to cater to the need of budding researchers, facilitate their research ideas, orientating them about research steps and research skills.

#### **Objectives of the workshop were-**

- To facilitate thinking of the research process and steps in social science research.
- To facilitate thinking regarding using appropriate research designs and data analysis for different research questions.
- To guide on the use of online and offline methods of data collection in research.
- To make researchers aware of ethical issues in research.
- To provide an opportunity to interact with the mentor during and after the workshop in follow-up sessions.

A total of twenty-six participants from various fields of social science participated in this workshop. Various methods appropriate for online and offline modes were used. One to one individual interaction was encouraged. Difficulties related to research designs, appropriate methods of data collection were solved by the experts. Online follow-up sessions in a separate group are in progress with the subject expert/mentor.

The main topics covered in the workshop were types of research designs, identifying problems, variables, sampling technique, data collection procedure, selection of tools for data collection, introduction to descriptive and inferential statistics, ethics in research, and how to conduct interdisciplinary research.

**Coordinator** – Dr. Pranita Jagtap

**Funded by** - ICSSR

In addition to the above workshop, following workshops were conducted using virtual medium.

<b>Sr. No.</b>	<b>Name of Workshop</b>	<b>Period</b>	<b>Coordinator</b>
1	Comprehensive Child Development Program	12 July 2020 to 25 February 2021	Prasanna Alone and Pallavi Kaslikar
2	Career Planning for 21st Century Skills and Competencies - An Industry Perspective	19 July 2020	Urmila dixit
3	Career opportunities in positive psychology - Roads less travelled (Webinar)	25 July 2020	Dr. Sucharita Gadre, Dhanashree Sowani, Anyesha Mishra, Dipti Joshi
4	Approach to Career Planning	29 July 2020	Urmila Dixit, Charuta Kelkar
5	Writeshop – Writing Case Studies	17-18 August 2020	Dr. Anagha Lavalekar, Dr. Ajit Kanitkar and others
6	Panchasutra of Career Planning and Selection	20 August 2020	Urmila Dixit, Sayali Medhekar
7	Career Trends Post Corona	29 August 2020	Vivek Velankar, Neha Kshirsagar
8	iA Refresher Course	10-11 September 2020	Nilima Apte, Urmila Dixit
9	iA Career Advisor Training Program (CATP)	22-25 September 2020	Dr. Sujala Watve, Nilima Apte, Urmila Dixit, Dr. Devayani Bhawe, Sonia Poonawala, Vivek Velankar, Pradip Bramhankar
10	Insightful Parenting Workshop	27 September 2020 4, 11 and 18 October 2020	Sujata Honap and Prasanna Alone
11	iA Report Explanation Workshop	10 October 2020	Nilima Apte, Urmila Dixit
12	Teachers as a change agent for nurturing the gifted: In the light of National Educational Policy 2020	12 October 2020	Kshama Datar and Prajna Prabodhan Team
13	History of Intelligence	19 October 2020	Dr. Sujala Watve
14	Data management	24 October 2020	Prasad Dixit
15	iA Career Advisor Training Program(CATP)	28-31 October 2020	Dr. Sujala Watve, Nilima Apte, Urmila Dixit, Dr. Devayani Bhawe, Sonia Poonawala, Vivek Velankar, Pradip Bramhankar
16	Aptitude Testing in Light of Structure-Of-Intellect	6 November 2020	Dr. Sujala Watve
17	From high tech to high touch	20 November 2020	Dr. Anagha Lavalekar, Dr. Deepak Gupte, Pranali Save
18	Trainer's Training Workshop	25-26 November 2020 10 December 2020 20 and 27 March 2021	Sujata Honap and Prasanna Alone
19	Emotional Intelligence and Managing Life	28 November 2020, 5 December 2020	Dr. Anagha Lavalekar
20	Ability Enhancement Workshop	6 December 2020 to 24 January 2021	Prasanna Alone and Pallavi Kaslikar

Sr. No.	Name of Workshop	Period	Coordinator
21	Understanding Teenagers	24 December 2020	Dr. Devayani Bhav
22	iTap Guidance & Counseling Training Program	7-9 January 2021	Dr. Devayani Bhav, Sonia Poonawala, Sayali Medhekar, Swapneela Sethia, Neha Abhyankar
23	Demystifying Entrepreneurship	23 January 2021	Ajit Joshi
24	iTap Guidance & Counseling Training Program	18-20 February, 2021	Dr. Devayani Bhav, Sonia Poonawala, Sayali Medhekar, Swapneela Sethia, Bharati Pendse
25	Skill Enhancement Workshop	24 February 2021, 18 March 2021	Sujata Honap and others
26	Dream Path : Career Advisor Training Program	3-5 March 2021, 8, 10 March 2021	Urmila Dixit, Nilima Apte, Dr. Devayani Bhav, Vivek Velankar, Shubha Kulkarni

### **In Sanskrit and Indology**

Sr. No.	Name of Workshop	Period	Coordinator
1	Ganesh Sthapana- Enshrining Lord Ganesha	20 July 2020	Dr. Manisha Shete, Madhuri Kotibhaskar and Vidyashri Purandare
2	Deepavali Lakshmipujan	29 October 2020	Dr. Arya Joshi and Sneha Gogte

### **Paper presented in seminars / webinars / conferences / workshops**

#### **In Psychology**

Sr. No.	Name of Participant	Topic	Workshop name	Organised by	Dates
1	Dr. Pranita Jagtap	The Psychological Impact of Nationwide Lockdown due to the COVID-19 Pandemic on People in Maharashtra, India	7th International and 9th Indian Psychological Science Congress	National Association of Psychological Science (NAPS), Arba Minch University, Ethiopia & ADMIS, United Kingdom	28-29 November, 2020

### **Participated as resource person in workshops / seminars / webinars / conferences / lectures**

#### **In Psychology**

Sr. No.	Name of Participant	Topic	Workshop name	Organised by	Dates
1	Dr. Anagha Lavalekar	Rational Emotive Thinking	Workshop on Rational Emotive Thinking	Morris Trust, Pune	24-26 June 2020
2	Dr. Vanita Patwardhan	'संचार बंधनातील शिक्षण: अध्यापकांपुढील आव्हाने व दिशा'	'सृजनशील शिक्षण परिषद'	Comprehensive Creative Education, Finland	July 2020

Sr. No.	Name of Participant	Topic	Workshop name	Organised by	Dates
3	Dr. Vanita Patwardhan	'समुपदेशनातील समस्या परिहार: स्वरूप व प्रारूप'	मानसशास्त्रीय समुपदेशन प्रशिक्षण कार्यशाळा	संत गाडगेबाबा अमरावती विद्यापीठातर्फे	July 2020
4	Dr. Anagha Lavalekar	Counselling Covid patients	Training	Mahila Sampark members, RSS	22-22 August 2020
5	Sujata Honap	1.Stress Management 2. Psycho-social developmental stages and responsibility of parents 3. Parenting styles	Happiness Curriculum: parenting workshop	Rotary club of Pune metro and Rotary club of Pune pristine	28 October 2020 11 November 2020 18 November 2020
6	Sujata Honap	1.Divergent thinking and enhancing question storming skills 2. Logical thinking and linguistic skills 3.Memory techniques	Happiness Curriculum: Teacher's training workshop	Rotary club of Pune metro and Rotary club of Pune pristine	21 November 2020 28 November 2020 5 December 2020
7	Sujata Honap	Personality development of facilitators	Facilitator's training	Swanand Jankalyan Pratishthan, Pune	5 and 12 February 2021
8	Dr. Sucharita Gadre	Mental-physical wellbeing and Emotional Intelligence	Capacity Building For Academic Leaders	Department of Education Management, SNDT Mumbai, supported by ICSSR	February 2021
9	Dr. Sucharita Gadre	Mental-physical wellbeing and stress Management	Capacity Building For Academic Leaders	Department of Education Management, SNDT Mumbai, supported by ICSSR	February 2021
10	Dr. Anagha Lavalekar	'Hatake' Reflections	Interactive session	Strot Counseltech	26 March 2021
11	Dr. Anagha Lavalekar	Nurturing dialogue in difficult times	Lecture	Swatyantraveer Savarkar Mandal, Nigdi	18 May 2020
12	Dr. Anagha Lavalekar	Women Empowerment – Opportunities and Threats	Lecture	Swaroopvardhini, Pune	8 June 2020
13	Dr. Anagha Lavalekar	Information about Jnana Prabodhini	Lecture	Nandanvan, Panvel	12 June 2020
14	Dr. Anagha Lavalekar	Coping with Covid	Lecture	Disha Group, Latur	29 July 2020
15	Dr. Anagha Lavalekar	Motivational Speech	Lecture	Samvadini, Bhaindar	12 September, 2020
16	Swapneela Sethiya		Lecture	Jnana Prabodhini Navnagar School, Nigdi	September 2020
17	Dr. Anagha Lavalekar	Mental Health in Covid times	Lecture	General Practitioners Association, Pune	4 November 2020



Sr. No.	Name of Participant	Topic	Workshop name	Organised by	Dates
18	Swapneela Sethiya	Isolation, Parenting and child's Mental Health	Lecture	Shikshan Vivek Masik	December 2020
19	Dr. Anagha Lavalekar	Introduction to Positive Psychology	Lecture	Mind Gym, Pune	9 January 2021
20	Dr. Anagha Lavalekar	Self development	Lecture	Nivedita Endeavor for Social Training Formation, N. Delhi	10 January 2021
21	Dr. Anagha Lavalekar	Lookout towards the Indicators of Quality of Life- Emotional Well-being & Intimacy in Indian Perspective: Challenges in Conceptualizing & its Implications	Lecture	Interactive Research School for Health Affairs (IRSHA) Bharati Vidyapeeth	27-28 February 2021
22	Dr. Anagha Lavalekar	Key issues for women empowerment	Lecture	Zunzunwala College, Mumbai	8 March 2021

### In Sanskrit and Indology

Sr. No.	Name of Participant	Workshop name	Organised by	Dates
1	Surekha Likhite, Ujjwala Pawar	Matrubhumi Pujan Upasana	Maharashtra Mahila Parit Mandal, Pune	21 January 2021
2	Meena Ghatpande	Bhumipujan	Jnana Prabodhini Stree Shakti Prabodhan	8 March 2021

### Participation in workshops / seminars / webinars / conferences / lectures

Sr. No.	Name of Participant	Workshop name	Organised by	Dates
1	Dhanashree Sowani, Dipti Joshi	Online अध्यापनतंत्र	Rambhau Mhalagi Prabodhini, Sanstha Bandhani & Netrutva Adhyan Kendra	4-6 June 2020
2	Nilima Apte Neha Kshirsagar Sayali Medhekar Charuta Kelkar Sonali Dafane Anuradha Ohal	National Webinar on APA Style	Dr. Homi Bhabha State University	27-28 November 2020

**Attended workshops / seminars / webinars / lectures / conferences**

**In Psychology**

<b>Sr. No.</b>	<b>Name of Participant</b>	<b>Name</b>	<b>Organised by</b>	<b>Dates</b>
1	Dr. Pranita Jagtap	How to manage and publish your research data	Researcher Academy- Elsevier	5 May 2020
2	Dr. Pranita Jagtap	Conference skills for researchers	Researcher Academy- Elsevier	9 May 2020
3	Dr. Pranita Jagtap	How to prepare your manuscript	Researcher Academy- Elsevier	9 May 2020
4	Dr. Pranita Jagtap	10 reasons to get – and use – an ORCID iD	Researcher Academy- Elsevier	16 May 2020
5	Dr. Pranita Jagtap	Structuring your article correctly	Researcher Academy- Elsevier	8 June 2020
6	Dhanashree Sowani	Plagiarism: Decision making & dealing with grey-zones across academic Fields	Researcher Academy- Elsevier	25 June 2020
7	Kshama Datar	Understanding and Addressing Motivational Issues	Renzulli center - Deil Seigle	13 July 2020
8	Kshama Datar, Sandhya Khasnis	Using SEM pedagogy to create future leaders and change agents	Renzulli center - Sally Rais	13 July 2020
9	Kshama Datar	Different instructional strategies for 2E	Renzulli center - Susan Baum	14 July 2020
10	Ashwini Deshpande	E-Content workshop	SNDT, Pune	16 July 2020
11	Kshama Datar	Webinar on Alternate Educational Option for Gifted education during a pandemic and beyond.	National Association for Gifted Children - Ellen Honeck, Jessica LaFollette, Jessica Koehler	13 August 2020
12	Ashwini Deshpande	Leadership Skills Development	Leadership Wing, JP	24, 26, 28, 30 September 2020
13	Dr. Pranita Jagtap	India Data Portal Masterclass	Bharti Institute of Public Policy & Indian School of Business	25 November 2020
14	Kshama Datar	Twice Exceptionality	Renzulli center - Sally Reis and Susan Baum	21 January 2021
15	Kshama Datar	Seminar on Motivation	Dr. Schunk	4 February 2021
16	Kshama Datar	Technology Roulette in the Age of Covid-19	Renzulli center - Stacy Hayden	18 February 2021
17	Kshama Datar	The Basics, The Benefits, and Tips on Creativity	Renzulli center - James Kaufman	20 February 2021
18	Kshama Datar	Talking with Children about Their Giftedness	Renzulli center - Deil Seigle	18 March 2021

### Course completed

Sr. No.	Name	Course Name	Duration	Organised by	Dates
1	Dr. Pranita Jagtap	Subhashitam Samskritam (Spoken) Course-1	10 days	IIT Roorkee in association with Samskrita Bharati	5-16 July 2020
2	Swapneela Sethiya	counseling skills in legal, medical and psychological problems	15 days	D.S. Khare Foundation	24 October – 7 November 2020
3	Ashwini Deshpande	Course on Child Counselling	6 months	Baya Karve Stree Shikshan Sanstha	January 2021 to June 2021

### Publications

Gadre, S. & Nangare, J. (2020). महाराष्ट्र पोलिसांचे मनस्वास्थ्य: बलस्थाने व गरजा. *Mental Health of Maharashtra Police: strengths and Needs*, Vol. No. 12, pp. 40-44

### Academic Programmes

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

All 28 students completed the diploma in 2020-21. Two students of the earlier batch also completed this course. This year, due to the COVID pandemic, almost complete course was conducted through online mode. Few workshops and psychological testing demonstrations were conducted offline. Google Suite and zoom platforms were primarily used for teaching as well as managing the assignments, practical, etc. Few lectures were combined for both diplomas. As a part of the curriculum, the following activities were conducted in the year.

- Individual Psychological Testing: Students conducted online testing of three tests in Apt-D battery of six students (10th to 12th std.) each. Right from contacting the students to report writing, they completed the process. Students were given a demonstration of Bhatiya battery of intelligence tests, and few students could complete their practice sessions.
- Group guidance: Topic relating to enhancing emotional intelligence was chosen for Group guidance. Students conducted three online guidance sessions for 7th to 9th std. students under expert supervision. Topics such as identifying and naming the emotions, managing the emotions, and using the emotions for self-benefit were discussed through various activities and games.
- Individual counselling: Each student undertook two individual counselling cases referred for the emotional, academic, or behavioral problems under experts' guidance

- Following workshops and training programs were conducted by experts for students of this diploma
- Study Skills- Dr. Savita Kulkarni, Amar Paranjpe, Mrunmayee Vaishampayan,
- Communication skills- Anagha Lavalekar
- Creativity- Mrunmayee Vaishampayan
- Career Guidance- Urmila Dixit
- Positive Thinking, Stress Management- Dr. Deepak Gupte
- Critical thinking- Dr. Savita Kulkarni, Amol Phalke, Dr. Deepak Gupte
- REBT- Dr. Anagha Lavalekar, Dr. Deepak Gupte
- Play therapy- Anupama Ganu
- Person-Centered therapy, Cognitive behavioral therapy, Behaviour Therapy- Aparna Satpute
- Trainers' training for Sexuality Education was conducted by *Samvadini* members
- Students received two days of intensive training for facilitation skills. The training was given by the Potential Enhancement Section. Students in the current and the earlier batch (2019-20) of School psychology diploma observed one session each of the online CCDP workshops.
- Result of the course was declared in August 2021, all students cleared the exam. Twelve students secured 'O' grade, 5 students 'A+' grade, 7 students 'A' grade, 3 students 'B+' grade, and 1 student secured 'B' grade.

#### **Other Activities:**

- Film week - *Amhi asu ladke*, *Wonder*, *Believe me (short film)*, *Udaan* were arranged to sensitize students to various needs, issues related to children and adolescents. The content of the films was related to the psychological and social world of preadolescent and adolescent children. The discussion was taken on those films.

An attempt was made to enhance the skills of students for

- applying theoretical knowledge in practical settings

**Coordinator** - Dhanashree Sowani

## **2) P.G. Diploma in Education of the Gifted: Methods and Strategies (Affiliated to Savitribai Phule Pune University)**

This year sixteen students were admitted to this course. On the background of the pandemic, this year the course was conducted completely online with synchronous sessions. Lectures were conducted on weekday evenings and Saturdays, Sundays.

The course was conducted from September 2020 to June 2021.

Students contributed to the try-out of a new aptitude test battery under construction; it is a battery that taps different abilities including cognitive ability, working memory, critical thinking, visual-spatial ability, language ability, creative problem solving, social understanding, personality inventory.

**Lectures and workshops by experts** - Like every year few alumni of the course worked as a faculty for some topics. Apart from these other experts from Jnana Prabodhini (JP) and in the field were also invited.

Sr. No.	Name	Topic covered
1	Dr. Swarnalata Bhishikar	Indian concept of Intelligence and Giftedness
2	Dr. Vanita Patwardhan	Home Environment
3	Dr. Anagha Lavalekar	Emotional Intelligence
4	Mahendra Sethiya	Creative Leadership
5	Amol Phalke and Saugandh Deshmukh	Introduction to Leadership
6	Dhanashree Sowani	Giftedness as Potential for Advanced Development
7	Dr. Pranita Jagtap	Introduction to Review of Literature
8	Vandana Kamathe	Rural Gifted
9	Dr. Mandakini Nagarkar	Introduction to Creativity, Creativity, and Leadership
10	Kshipra Vaidya	Gifted with Learning Disability
11	Kshama Datar	Gagne's model of giftedness, Socio-emotional aspect of giftedness
12	Parashuram Kapase	Renzulli's Model of Giftedness
13	Dipali Mhaskar	Tannenbaum's Theory of Giftedness, Gifted Individuals with Differences and Diversities
14	Aparnagouri Phatak	Gifted Girls
15	Meghana Gokhale	Psychology of gifted, Mentoring and Counseling the Gifted
16	Yuvaraj Mahagaonkar	Over excitabilities from Dabrowski's Theory
17	Ashwini Kutwal	Neurobiological Approach to Intelligence

An online four-day teacher's training session was conducted from 8th October 2020 to 12th October 2020- named "**Teachers as a change agent for Nurturing the Gifted: In light of National Education Policy 2020**" by faculty and alumni of the course. Topics such as unpacking NEP 2020, identifying high ability students, teacher's role extended to parenting and mentoring the highly able, cultivating creative minds, nurturing critical thinking through higher-level questioning were included in the training. There was a total of nineteen registrations for the training.

From August 2020, alumni of the course decided to start the monthly meetings/sessions to discuss, present different concepts/ideas/models/research papers or articles about giftedness.

In December 2020, around 26 alumni and three faculty of the course have prepared a policy document- Recommendations to the Ministry of Education on nurturing giftedness in children- guiding framework. Guidance for the same was taken from other senior members of Jnana Prabodhini as well.

Total twelve students cleared the exam of the course. Six students secured 'O' grade, 4 students 'A+' grade and 2 students secured 'A' grade.

**Coordinators:** Dr. Sucharita Gadre, Ms. Anyesha Mishra

### **3) Child and Adolescent Psychology: Enhancing Potentials (Autonomous Course)**

This course is designed for teachers, doctors, counselors, social workers, parents, or any professionals working with children and adolescents. It is an eight months course in English /Marathi. This training course aims to orient the participating candidates on the various stages of development and enhance the potential in 'Child and Adolescent Psychology' and deal with the problems of children and adolescents. The course structure is divided into 4 modules- Module 1 covers Psychology of Human Potentials; Module 2 elaborates on Development in Childhood and Adolescence. Module 3 speaks on the Common Difficulties and Adjustments in Childhood and Adolescence while Module 4 includes Practical in Enhancing Abilities.

All candidates who complete this training receive a 'Certificate in Child and Adolescent Psychology: Enhancing Potentials'.

This year in two batches totals thirty-seven participants were admitted. Both the batches were affected due to Covid 19. All the training sessions, contact sessions, and examinations were conducted online. The schedule of assignment submission, as well as exam, was made flexible for those who were affected by the Coronavirus. Participants arranged activity sessions online so that the pandemic situation was not a barrier for the practicals.

Out of 37 participants, 22 appeared for the exam and completed the course.

### **4) Prajna-Maitra (Selfhelp and Support Group)**

Program facilitators are also Maitreya (who has completed the Post Graduate Diploma in Education of the Gifted/who commits nurturing Giftedness) and are involved in the design of the session under the guidance of Prabodhini. Every Maitreya has the opportunity to communicate, share and work in small groups. These small groups are based on diversity in age, interests, and abilities, so the process of maintaining diversity in dialogue and active participation by Maitreya has been successful.

Prajna-Maitra focuses on parents learning to recognize high abilities in children, understanding diversity of expression, understanding different ways of nurturing those. E.g. one mother always got complaints from the school that her son was always fighting. While interacting in the group she realizes that the child has a 'need for justice' and understood why the child expresses aggressively,

when he sees/feels the injustice. Then the mother began to try on both fronts. First started a conversation with the child about the proper methods of expression. Secondly, the new information received in this group made also his teacher aware. After that, the teacher's method of directing the child's behavior and the dialogue about it also changed. Today, both the mother and the teacher are members of the group.

To enhance such empirical communication between parents, samvad was designed to have interaction between parents and facilitators in small groups in each session. In addition, a teacher-interaction initiative has been considered to enable parents to provide teachers with information on high competence and related behavioral features.

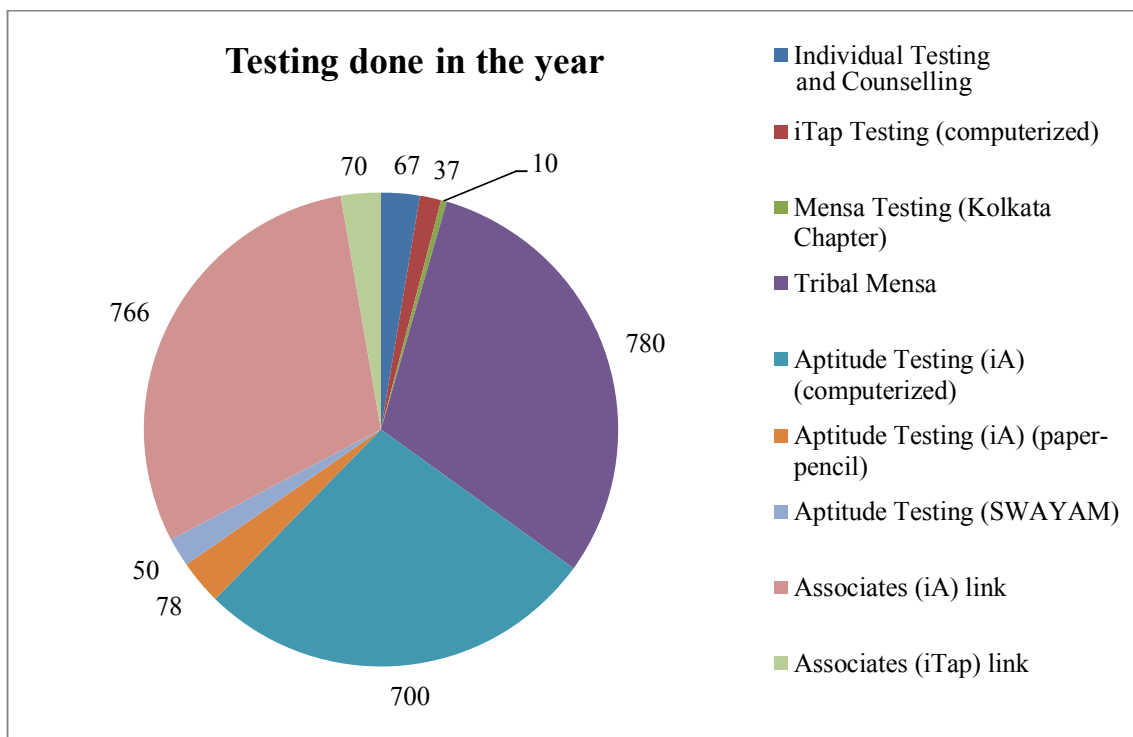
This fluid process of growth of Prajna-Maitra is constantly underway.

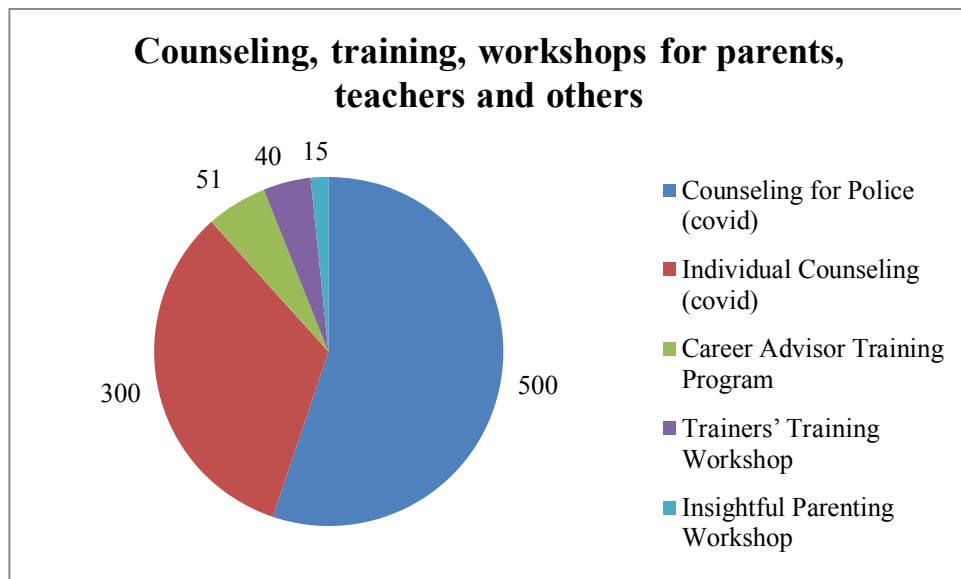
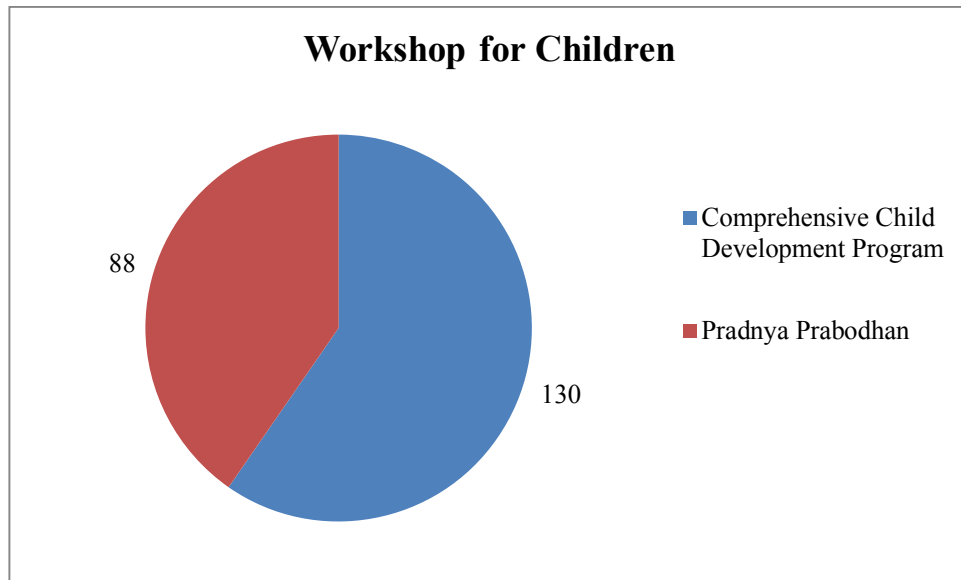
Against the backdrop of the Covid 19 this year, we are keeping in touch through online monthly sessions, to ensure safety. This gave parents from outside Pune the opportunity to participate in the program.

## Extension Activity

### Testing/Training/Workshops (Participants)

#### In Psychology





Psychological assessment for selection or placement was offered to renowned industries such as Bajaj Auto Ltd., Kumar Builders, Kirloskar Brothers Ltd., Mahindra & Mahindra CIE, etc. The participants (N=225) included current and new employees.

Counselling and training was also conducted for Gajajan Kaat Factory, Pariwar Super Market Subhashchandra Bose college, Vivekanand Hospital and Human Resource up-gradation Sudhagad Tehsil (N=1083 included applicants or trainees)



## Donors List

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Chandrashekhar V. Mahajani	20,000.00
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Vishnu Suryavanshi	3,351.00
<b>Total</b>	<b>64,67,319.00</b>

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Bharati Kulkarni	3,000.00
Nandkumar Manjeshwar	3,000.00
Abhijit Sathe	3,000.00
Below Rs.3,000/-	24,39,879.00
<b>Total</b>	<b>31,14,401.00</b>

Audited statements of the Trust are available for reference in the Trust office during office hours.

## Some Snaps



Children doing group activities



Draw a map activity



Logo designing activity



Children doing physical activities



Activity during Field Trainer Training-SAIYAM project



Field Trainer Training Program-SAIYAM project





SAIYAM sessions in school



Students participating in activities-SAIYAM project



Field Trainer batch-SAIYAM project



Trainers training for 'Olakh sparshachi' project



Trainers training for 'Olakh sparshachi' project



'Olakh sparshachi' training for students



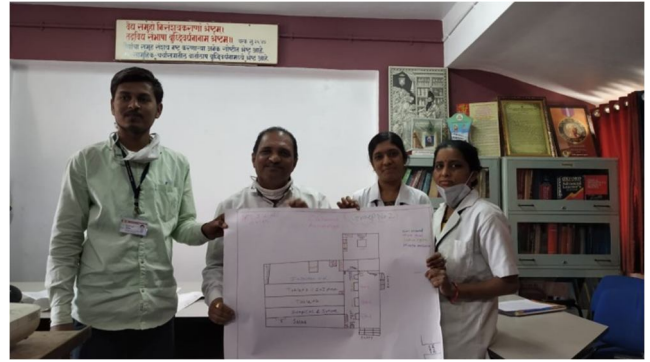
संवाद-Groups: opportunity to meet informally offline, following covid care guidelines



Virtual प्रज्ञा-आविष्कार 20-21



SWOT analysis



Mapping department; grasping hospital



Role play



Goal setting activity

## Jnana Prabodhini Publications

### English Editions

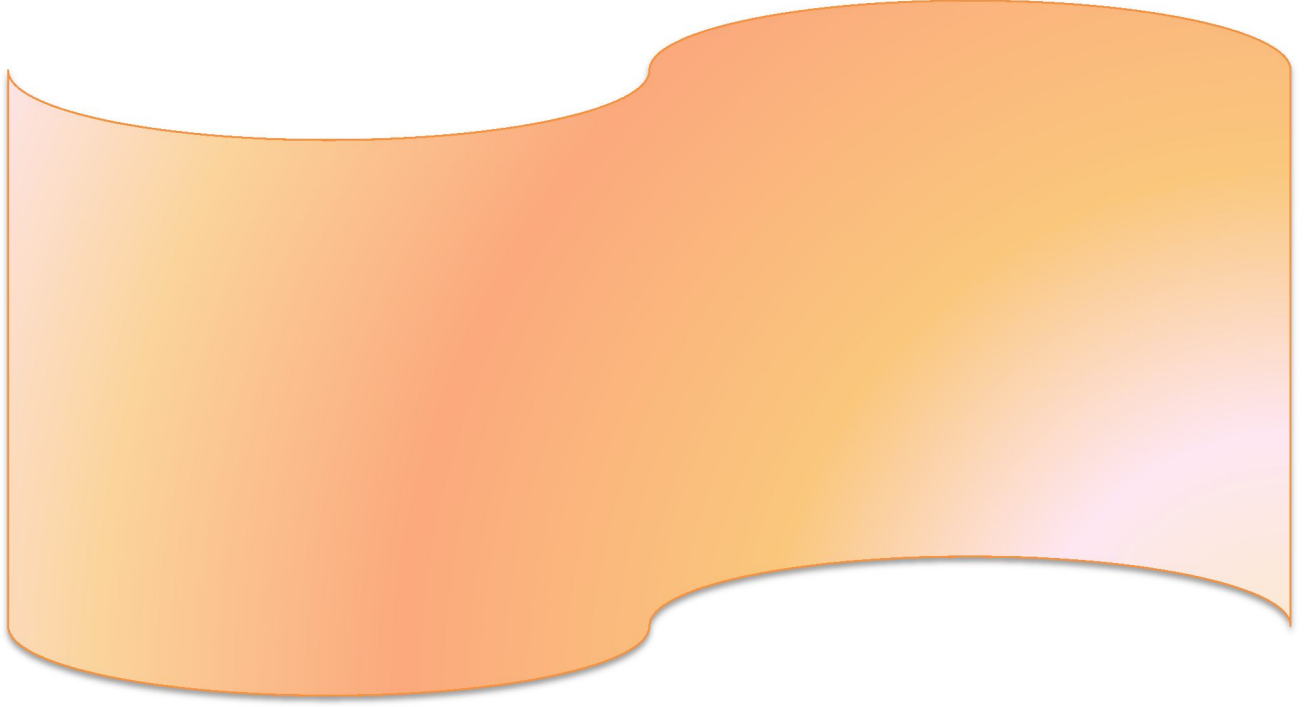
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510, Sadashiv Peth, Pune - 411 030, INDIA

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