



**JNANA PRABODHINI
SAMSHODHAN SANSTHA**

**ANNUAL
REPORT**
2022-23

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Year 2022 - 2023

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**Jnana Prabodhini
Samshodhan Sanstha
(JPSS)**

Report for the year
2022-2023

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Jnana Prabodhini Samshodhan Sanstha (JPSS)

Report for the Year 2022 – 2023

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Jnana Prabodhini Samshodhan Sanstha
Annual Report
2022-23

The two academic programmes of the institute continued with renewed emphasis on academic excellence and opportunities for students to apply the knowledge in schools and classrooms in other educational settings. Both the diploma programmes attracted a diverse group of students. A special gathering of the alumni of the diploma programme was another highlight of the year.

JPSS over the years has developed expertise in developing a variety of psychological assessment tools and tests. A new measurement tool is finalised after a detailed study of literature and considering many critical elements. Such an assessment tool should include culture specific questions and demonstrate robustness in terms statistical rigour as also reliability norms etc. During the year, JPSS finalised one more tool for measuring aptitude for a career in designing and related careers such as architecture. The Apt-D test is now offered to students of class 10 to 12 desirous of pursuing a career in the field of design. A follow up counselling support will also be offered to students.

The year was a special year for the entire country as we celebrated *Azadika Amrut Mahotsav*. To mark this occasion, during 26th January 2022 to 26th January 2023, the Sanskrit Sanskriti Samshodhika organised 130 plus functions across the city in schools, colleges, housing societies and educational organisations. The *Matrubhumi puja* function was to renew the commitment to dedicate to the cause of nation building and take a pledge for the service of our citizens. The concluding ceremony was organised in Jnana Prabodhini. In addition to this, during the year, our team of 45 plus trained priests reached over 5500 families by offering various *Sanskars*. The younger generation is keen to understand the philosophy, meaning and the rationale behind each ritual incorporated in the *Sanskars*.

Another noteworthy event of the year was the review and impact assessment work of SVJCT trust. The trustees of SVJCT asked JPSS to evaluate their 25 years of development work at Dervan, Maharashtra. The evaluation team consisting of 30 members belonging to multiple disciplines spent eight months visiting educational, health and rural development activities of the trust. The team interacted with multiple stakeholders. The review findings were shared with the Trustees of SVJCT. JPSS over the years has developed competencies to assess psycho-social impact of development activities. We propose to build further on these competencies and offer our expertise to other organisations.

I am delighted to report another important milestone. On 29 December 2022, in an informal function, *Bhomipujan* (ground breaking ceremony) was organised. The proposed building in Pune city will host most of the activities of JPSS and JPIP. Many donors and well-wishers of JPSS were present at this function. The construction of the new building will be complete in 2024-25. A fund-raising drive is also being planned.

The year ended on a sad note. Prof. Ram Takwale passed away on 13 May 2023. Prof. Takwale was the President of JPSS for over ten years, beginning 1999 to 2010. During these years, through several lectures and interactions with staff of JPSS, he had outlined the vision of a new educational scenario being influenced by the rapid advancement in technology. He inspired all of us to take note of the paradigm changes and ensure that our efforts reach those who are socially excluded. In his death, we have lost a true visionary, philosopher, and guide of JPSS. Our heartfelt prayers for the departed soul.

We are thankful to the members of the research advisory and the institutional committee for their advice and guidance. Many individual and institutional donors made generous contributions during the year. We are grateful for their support and trust in our work. The work of JPSS is a result of contribution of over 80 staff members consisting of researchers, teachers, psychologists, facilitators, counsellors, and administrative staff. Their collective effort is thankfully acknowledged. A detailed report of each activity is presented in the following pages of this annual report.

Dr. Ajit Kanitkar
Secretary

August 15, 2023

Research Projects Completed

In Psychology

1) **Aptitude test for Designing (Apt-D)**

The Designing India report and numerous newspaper reports suggest that the number of students seeking to make their careers in the field of designing is increasing consistently. Presently, there are more than twenty-five different educational courses available in the field of designing. They are available at different levels like diploma, degree and postgraduate. In view of such increasing importance and scope for students in this field, the concept of **Aptitude Test for Design Thinking (Apt-D)** as a tool to help in making an informed educational choice, is very relevant. Design thinking abilities essentially enable one to correctly identify the problem and develop innovative and creative solutions to them. Also, such a futuristic test battery is in alignment with core abilities that the NEP seeks to instil into the mainstream Indian education system.

Literature review brought forth two kinds of definitions, one which focuses on defining the form of the products. E.g. The Designs Act, 2000, for the purpose of registration of design, defines Design as ‘only the features of shape, configuration, pattern, ornament or composition of lines or colours applied to any article whether in two dimensional or three dimensional or in both forms, by any industrial process or means, whether manual, mechanical or chemical, separate or combined, which in the finished article appeal to and are judged solely by the eye; but does not include any mode or principle of construction or anything which is in substance a mere mechanical device’.

The other is more with a functional focus. E.g., the 2005 Cox Review of Creativity in Business has defined Designing as: ‘Design is what links creativity and innovation. It shapes ideas to become practical and attractive propositions for users or customers. The design may be described as creativity deployed to a specific end. Its basic roles as ‘framing,’ ‘problem-solving,’ ‘form and function,’ and ‘style’ could differ in weightages depending on the work under consideration, but problem solving and form and function are arguably the core (Defining Design: Going Beyond Disciplines n.d.). As a writer sums up in Creating Change: Design Writings from India (Bedi, 2013), ‘design has been and will always remain at its core a form of problem solving’.

The literature review also revealed that design thinking aptitude would be a mix of some thinking abilities and some personal traits. The ‘Thinking’ abilities determine ‘how we receive information, how we process information, and how we use that information (Skaggs, 2002) to visualize a creative and usable solution to the given problem/ need. The ‘Personal’ traits

determine how flexible (open/tolerant to ambiguity and ready for change), intuitive (Skaggs, 2002), committed, hard-working and risk-taking (Nagarkar, 2017) the individual is.

The Apt-D is designed to measure such seven design thinking abilities and seven personality traits among students who have passed 10th to 12th grade. Using this tool, a unique profile along seven abilities namely Social Ability, Working Memory, Creative Problem Solving, Critical Thinking, Visuo-Spatial Ability, Language Ability and Cognitive Ability, and seven personality traits; Openness, Emotional stability, Imagination, Motivation, Liveliness, Sensitivity and Communication is created for every test taker. The nature of items is different for each subtest. From among these, Social Ability test has human pictures or situation descriptions as stimuli and questions based on them. Cognitive Ability and Working Memory have questions based on figural stimuli. Critical Thinking and Language Ability have questions based on verbal stimuli. 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 response. Creative problem-solving subtest has two open-ended questions one extracting figural responses and the other asking for verbal responses. Personality inventory is divided into two parts and first part constructed using four-point Likert scale and forced choice questionnaire for second part.

The final eight subtests (Seven ability subtests + 1 personality subtest) were prepared using the selected items from try-outs administered on N=1900 students of 10th, 11th, and 12th std. A final list of selection of items were prepared and presented before an expert panel of psychometricians, senior professors, and statisticians for feedback. Considering the recommendations of the expert panel the final forms were prepared for small sample try-outs before finalizing and standardization of the test battery. The forms thus finalized were tried out on a small sample to check details like subtest time, instructions, and order of administration etc.

These final subtests were standardised on the data collected from 280 students studying in 10th to 12th std. either from English or Marathi medium schools. The total test time including a short break of about 5 to 10 minutes is 2 hours. The students find it interesting and engaging so many times they wish to go ahead without a break. The normative study sample comprised 237 students from 10th standard drawn from various schools of Maharashtra. The raw scores were converted into percentile ranks. To ensure its psychometric properties Cronbach's coefficient alpha was used to measure internal consistency reliability. Seven ability subtests and one personality subtest showed high and moderate internal consistency reliability respectively. In order to establish validity of the subtests, concurrent and content validity methods were used.

This holistic test battery ensures that a wide spectrum of abilities of the test taker is tapped into. The outcome is a unique student profile of ability and personality attributes that can help parents, students, guidance experts and educational institutions in varied ways.

Principal Investigator: Dr. Sucharita Gadre
Co-investigators: Nilima Apte, Aparnagauri Phatak
Advisor: Dr. Sujala Watve
Funded by: JPSS

Research Assistants – Jayashree Nangare,
Sonia Poonawala, Shraddha Shinde
Duration: 5 Years

2) Probing the mental health of women professionals in police and governance in COVID times through assessment and rational emotive thinking-based intervention

This Project sought to explore salient mental health aspects of women officers in police and administration belonging to the state of Maharashtra in the backdrop of the COVID-19 pandemic. The collaborative study was conducted by two Pune-based organizations -MKSSS's Shri Siddhivinayak Mahila Mahavidyalaya (MKSSS's SSVMM) and Jnana Prabodhini's Institute of Psychology (JPIP).

The objective of the study was to foreground the stressors, hurdles (systemic and personal) and their age-wise, and grade-level-wise impact on the mental health of women officers from two services namely administration and police, during the pandemic. The pandemic put to test the resilience of women officers, who risked all in line of duty. However, little has been spoken or written about them in public forums or academia. Research projects such as this, help highlight their trials and challenges, for concerned authorities to take note of and rectify and remedy them. As a result, organizations- that women are an integral part of, can better position themselves to counter similar crises arising in future. The enhanced mental health of women in positions of power can further strengthen organizations and have ripple effects in all aspects of their personal and professional lives.

This mixed-method study was conducted in three phases: -

Phase I: Mental Health Survey

Phase II: Probing in Mental Health

Phase III: Rational Emotive Thinking based Intervention

Employing convenience/incidental sampling- 354 participants were drawn from thirteen districts of Maharashtra- five from the Pune division namely, Pune, Solapur, Satara, Sangli and Kolhapur, whereas eight from the Aurangabad division namely- Aurangabad, Beed, Latur, Jalana, Osmanabad, Parbhani, Nanded and Hingoli. The inclusion criterion for the police was the Police Sub Inspector level and above and for administrative departments it was class II officer level and above.

The present study has used the mixed methods design. Where qualitative data helps explain or build upon quantitative results received from standardised psychometric tools.

In phase I (N=354) five standardised questionnaires were used to obtain quantitative data and interviews were used to obtain qualitative data. Based on the quantitative results obtained on eight variables namely - Work productivity loss, Productivity, Autonomy, Depression, Anxiety, other mental health problems and Ways of coping, about 10% (n=37) of the sample from two extreme groups i.e., strong, and weak on mental health was selected for further probing.

In phase II (n=37) focused group discussions were conducted in online mode, to find out the challenges and problems the women officers faced during COVID 19, the strategies they used to overcome them, the support they received during this difficult time and the new learnings acquired. Here, they were asked to suggest if any new training or intervention is required for them and their colleagues. Also, quantitative data was collected using two standardised questionnaires on the variables of stress and psychological well-being.

Analysis of quantitative data was conducted using MS Excel and SPSS version 23 for calculating 'T' test scores. Thematic analysis was used to identify themes from qualitative data.

High productivity loss was reflected in the overall data of 354 participants. Significant productivity loss was observed among older age groups irrespective of the grade level, and administrative officers. Indicating that these officers found it challenging to meet work demands during the pandemic. The older age group reported comparatively greater autonomy suggesting more self-sufficiency and self-governing capacity gained through maturity and experience.

Overall scores revealed moderate depression, mild anxiety, and moderate mental health problems among officers from both services during the pandemic. Police officers reported significantly higher mental health problems as compared to administrative officers. Also, during the personal interview officers talked about a lack of awareness about their own mental health needs, emotional disturbances and problems in communication, and relationships suggesting the need for mental health-related services.

Coping mechanisms appear to be more a function of maturity and experience in dealing with challenging life situations. However, more use of positive ways of coping is not leading to reduced use of negative ways of coping indicating the need for training and education about the nature of coping mechanisms and their effective use.

Similarly, the interview and FGDs revealed the source of stress, depression, and anxiety that the women encountered while discharging their duties during the pandemic. Issues about lack of human resources and political interference, non-cooperation from colleagues, citizens and relatives of patients, crisis in the family, lack of adequate medical, technical, administrative, and logistical know-how as well as aggression and violence from the public, were highlighted.

In phase III, based on the needs identified through the results, two interventions based on Rational Emotive Behavioural Therapy were designed by the experts. The first one named 'Awareness of Own Thinking' (विचारभान कार्यशाळा) was in the form of four videos of small duration. It was shared with all the participants of the study. Feedback underlined the need for mental health awareness and many officers expressed interest in a training workshop if scheduled at a convenient time. This led to the planning of the second interactive online workshop for the willing officers, named as 'A Quest for Happiness' (आनंदाची शोधयात्रा). Motivation and readiness to change were reflected through their enthusiastic participation and sharing of relevant experiences. The post-session feedback reflected their insightful learning and quest for understanding. The post session feedback revealed their insightful learning and quest for understanding.

Based on the analysis, we suggested a few positive measures that could be adopted to strengthen the effective functioning of systems. Some of which are - prioritizing psycho-education and training about mental health and its application in daily life, an intensive and impactful gender sensitization training together with the male counterpart, designing training programmes focusing on types and nature of coping strategies, ensuring easy availability of funds for collaborative mental health initiatives, etc.

Principal Investigator: Dr. Sucharita Gadre (Jnana Prabodhini's Institute of Psychology, Pune)

Nodal officer: Dr. Sanhita Athawale (MKSSS's Shri Siddhivinayak Mahila Mahavidyalaya, Pune)

Administrative Assistant: Shubhangi Patwardhan,
Rupali Marathe, Pallavi Kaslikar

Research Assistant: Jayashree Nangare

Duration: 2 Years

Funded by: National Commission for Women (NCW)

3) Yuva- Sathi Project

Yuva-Sathi project aims to bring about positive change in adolescent lives with respect to the responsible expression of sexuality, addiction-abstinence, gender sensitivity and emotional regulation by exposing them to scientific, factual reproductive health education and its psycho-social aspects.

The field trainers involved in earlier similar projects and working in this area for few years were given Master Trainers' (MT) training. The topics included delivery skills, mentoring skills, challenges during training and practice sessions. These MTs in turn conducted Field Trainers' (FT) training for self-motivated youth trainers. The FT training included delivery skills, psychological assessment, parents' meeting and the following ten topics: Indian concept of personality - *Panchkosh*, Concept of Beauty, Anatomy and Physiology of reproductive system, risks and precautions, HIV/AIDS, Homosexuality, Friendship (Needs, Types and Emotions, Heterosexual Friendship), Addiction (substance abuse risks and abstinence from

addiction), Self-Regulation, Media (judicial use of digital platforms and restricting internet addiction), Sexual misbehaviour/abuse, Gender sensitization, Goal setting and stress management. The youth trainers were provided with handy lesson notes with thought provoking activities & exercises to be used for 25 interventions in schools for 8th and 9th standard children.

Highlights:

- **30 Youth Field trainers** trained on content and delivery skills in 7 days residential training programme (2 Master Trainers and 3 Field Trainers from religious minority community)
- Reached to around **1500 students** in Kolhapur and Latur districts (Reached out to **religious minority school** in Kolhapur (**Anglo-Urdu high school**) for the first time for such programme, collaboration with We Care Foundation in Kolhapur)
- **Pilot project for visually impaired students** - Worked with Jagruti Blind School and Niwant Andh Mukta Vikasalaya, Pune to understand the problems for visually impaired adolescents, Created Audio Books for content booklets and training material, Purchased Female and Male Reproductive System models for VI students' sessions, trained 2 Visually Impaired (VI) Field Trainers, Conducted intervention session for 35 adolescent girls in Jagruti Blind School, Alandi
- The youth was assessed based on the pre - post comparison of following tests: SYAT (Stepping into Youth Attitude Test), SYGC (Gender Concepts), SYKT (Knowledge Test), MMAT and SRT (Self-Regulation test). It was found that the youth FTs significantly gained on all the five tests.
- The impact of the project on adolescent children was inferred from the pre - post comparison of the children's scores on three tests – 1. My Knowledge My Health (MKMH) regarding knowledge and attitude towards sexuality and gender concepts 2. Myths and Misconceptions about Addiction Test (MMAT) regarding knowledge and attitude about addiction, and 3. Emotional regulation Test (ERT) regarding attitude towards delay in gratification, frustration tolerance, assertiveness, and locus of control. The adolescent children significantly gained in all these three tests.

Chief Project coordinator: Shamangi Deshpande

Advisor: Dr. Anagha Lavalekar

Funded by Kyeema Foundation Ltd.

Duration: 1 Year

4) Experience of implementing the *Anandshala* project for the facilitators from the Laman Banjara community

COVID school closures disproportionately affected the children of seasonal migrant workers in the Marathwada region in Maharashtra. In the last decade, the availability of Ashram Shala had helped these children remain in school even when their parents migrate temporarily for the harvest season. After COVID related school closure in March 2020, there was a break in their education. To reduce the risk of dropping out, Jnana Prabodhini Harali (JPH) staff conducted *Anandshala*, an ad hoc two-hour daily intervention for Banjara students in grade 5-7 from November 2020-March 2021. The engagement with the Banjara students continued with a better designed Phase II programme from July 2021-March 2022 conducted in 12 Tandas with local Banjara facilitators supported by JPH project coordinators, educational experts, and the researcher.

There was a marked shift from Phase I to Phase II. The project included local community members as *Anandshala* facilitators, and made it a collaborative and reflexive initiative, acknowledging and respecting the Banjara language and culture, rather than an intervention by outsiders. Alienation due to difference in language of instruction (Marathi) and home language (Gormati) as well as lack of cultural sensitivity of teachers in government schools is a major reason for apathy towards schooling in Banjara students. Recruiting Banjara facilitators was a way to address this issue. For many of the facilitators, teaching or working with children as a profession was a new experience. For some, getting out of their Tanda to work in an environment other than agricultural labour was unheard of. In the spirit of reflexivity maintained throughout the year, at the programme level we decided to capture the experience of conducting *Anandshala* for Banjara facilitators and what it meant to them to be a part of the project team. The objective of the study was to describe the essence of the experience from the perspective of the participants as well as to provide a space and voice to project participants from the Banjara community to reflect on their experience.

We used the 3-part phenomenological interviewing technique by Seidman (2013). Phenomenology explores the lived experiences of a phenomenon and the meaning individuals make of it. With the exploratory and open-ended nature of the enquiry, a qualitative method such as phenomenological interviewing seemed appropriate. The original research design proposed was to conduct three longform interviews loosely focused on past, present, and future, no more than 3 days to a week apart to provide space for expression and reflection without losing track of the previous conversation. The design was tweaked as needed to accommodate practical issues in the field, making sure the essence of the experience was not lost.

Interviews of 12 participants were conducted in March and April 2022 on 21 separate occasions with approximately 30 hours of engagement. The space for the interaction was decided based on where the participants felt most comfortable – ranging from various places on the JPH campus, participant's home, and open spaces in the Tandas where participants lived. The 7 men and 5 women participants interviewed had worked in school year 2021-22 as

facilitators for one of the 3 groups: 1-2nd grade, 3-4th grade, or 5-7th grade. 5 had worked in phase I as well. The educational level ranged from 12th grade to D.Ed. The age range was 18-40 years with most in their 20s. In the beginning we were concerned that the expected length of the interview and open-ended nature might be daunting for the participants. However, all the participants were able to talk for 60-120 minutes in the first session without much prompting.

The researcher listened to the recorded interviews first to absorb the overall narrative of each person and then transcribed each interview to look at the nuances and crosscutting themes. The third pass helped to put the individual narratives back in focus. The overwhelming emotion /response to the process was ‘nobody asked me before’ (कोणी मला कधी विचारलच नाही). For some it was a cathartic experience (कुकरची शिटी काढल्यासारख). Facilitators shared childhood experiences with the school and the larger community outside the Tanda that shaped them, talked about their place in the home and their community, and the shifts in this position throughout the year as they worked with *Anandshala*.

Although, we thought of the facilitators as insiders, many perceived themselves to be on the periphery of their community in various ways. Some had stayed elsewhere during their schooling thus did not have childhood friends or ties to the people in their Tanda. Some women had moved into the Tanda after marriage, while others had moved back due to the pandemic. The ones who had lived outside the Tanda for a part of their life, felt inadequate with respect to language fluency, understanding of customs and social mores, and a lack of strong network. Conducting the *Anandshala*, speaking with parents, negotiating time and space for their students helped them consolidate their standing in the community. Those who were considered ‘less than’ as they were not able to work in the fields, found a new purpose for their being as well as gained respect. Narratives of difficulties to gather students, find space, face the naysayers, cajole parents who wanted to drag children to work were also predominant. However, most participants talked about it as an amusing memory rather than a negative event, highlighting their changed position and pride in their achievement.

The interviews provided a space for reconnecting with themselves anew and a space to verbalize what can be. The conversations highlighted and reaffirmed availability of space for individual voices beyond the Saturday meeting.

Principal Investigator: Dr. Devayani Tirthali
Funded by: JPSS

Duration: 1 Year

5) SAIYAM (Self Awareness in Youth for Anti-Addiction Motive)

Increasing addiction in adolescents is a major challenge in India's progress. As a solution to this problem, the project SAIYAM (Self Awareness in Youth for Anti-Addiction Motive) was launched since 2019. The project creates awareness among the adolescent children in Pune city, about the prevention of and abstinence from substance abuse, media, and internet abuse, and sexually risky behaviour through 'self-control and self-regulation.

This project is aimed to develop awareness among adolescents about responsible sexual behaviour and attitude toward gender equality along with awareness about the ill effects of all sorts of addictions using the intervention.

The study examined the effect of 25 session's intervention for the period of three months to six months on the knowledge and attitude of adolescent children. The sessions were based on ten topics *Panchkosha* vikasana- the concept of personality, beauty, anatomy, and physiology of the male and female reproductive system, misconceptions, risks, hygiene, HIV-AIDS, friendship, addiction – substance abuse, media, and internet addiction, addiction and sexually risky behaviour, media, self-regulation, man-woman compatibility, goal setting and dealing with stressors. The activity, games, and *padya* were included in the intervention sessions to keep the children motivated.

For pre- and post-assessment, three tests were administered. My Knowledge My Health (MKMH), Myths and Misconceptions about Addiction Test (MMAT), and Emotional Regulation Test (ERT).

About 10000+ participants in the project were adolescent children of 13 to 16 age group or school students from 8th, 9th, and 10th standard, from 69 schools, and one community in the Pune city area. About 4000+ parents attended the awareness meetings about the topics. The participants were from all types of socioeconomic statuses.

The gain score analysis of pre-post assessment data indicates that 79% of the children show a positive change in their level of awareness regarding their knowledge and attitude about sexuality issues including gender sensitivity, and 71% of children have shown a positive change in their level of awareness regarding myths and misconceptions regarding addictions, and 59% children show a positive change in their assertiveness, level of frustration tolerance, delay in gratification and locus of control.

Paired sample t-test was conducted on pre-post assessment data. There were significant differences in the pre-post assessment scores.

The researcher concluded that there is a positive change in the knowledge and attitude of adolescent's children about gender sensitivity, awareness regarding the effects of all sorts of addictions, and emotional regulation parameters.

Project Head: Sujata Gokhale

Advisor: Dr. Anagha Lavalekar

Project Assistant: Sandhya Khasnis, Prerana Karulkar, Nikhil Kokate

Duration: 1 Year

Funded by: Tarachand Ramnath Seva Trust

6) Comparison of before pandemic and after pandemic scores of students on iA Aptitude Test of Jnana Prabodhini Samshodhan Sanstha

The pandemic influenced the process of learning. Due to the sudden closure of schools, educators had to shift to emergency remote teaching. In the literature, effects of these changes have been studied on academic performance however the present paper uniquely studies the difference between scores before and after the pandemic on eight abilities, six orientations and seven coping styles as measured by iA Aptitude Test created by Jnana Prabodhini Samshodhan Sanstha. The present comparative study used a quantitative design. The pre-pandemic data for the year 2019 consisted of scores of 1822 and post-pandemic data for the year 2022 consisted of scores of 1591 students. A Mann-Whitney U test was used to analyse the data. There was an increase in scores of pre-pandemics to post-pandemic groups for cognition, reasoning, figural memory, spatial, social, and numerical ability, and a decrease in scores of verbal ability and numerical memory. The test of orientations is unique to the iA test created by the institute and therefore lacks the backing of literature. Knowledge, Social and Power Orientations have shown a decrease in post-pandemic scores whereas practical and artistic orientations have shown an increase. Coping styles of Firmness in Thoughts, Managing Time and Rational Behaviour have shown decrease in scores after the pandemic and increase in social Interpersonal Ways, Self-Care, and Compulsiveness. Based on the results, exploratory areas for future research have been suggested.

Principal Investigator: Anushree Bodhale

Co-Investigator: Aparnagauri Phatak, Neha Kshirsagar

Funded by: JPSS

Advisors: Dr. Ajit Kanitkar, Dr. Sujala Watve,

Dr. Meenakshi Gokhale, Nilima Apte

Duration: 1 Year

7) Addressing the issue of loss of learning among the rural students through supplementary inputs – *Vikasika* Programme at Jnana Prabodhini Harali Centre

Vikasika Project was started during the COVID period when education of the children in rural areas had come to a standstill. Jnana Prabodhini, Harali centre started the 'Vikasika' project in three neighbouring villages. The project aims not only to develop basic literacy and numeracy in students from class 1st to 4th but to also to develop various cognitive and social abilities through creative-experiential learning, storytelling, science experiments, handicrafts, and indoor and outdoor games. After its initial success in Harali, Hiparga and Karwanji villages, the project was expanded to 5 more villages - Malegaon, Vilaspur Pandhari, Supatgaon, Kal Nimbala and Udatpur. Local women with good linguistic-mathematical abilities and good teaching potential were selected as mentors. They were provided initial training in the month of June. A novel approach for teaching of language, environment science and mathematics developed by Neelima Raste, a highly experienced teacher educator from Pune, was used for

the training. Follow-up training session was conducted during the Diwali vacation in November. Video-based content developed by JPERC under Anandi Shikshan Initiative was also included in the project. Training for the same was conducted from time to time.

After the first training in June, preparatory activities were undertaken in the selected villages. Actual classes started from June 25. A total of 264 students were enrolled in 08 Vikasika centres. They were divided in two groups (1st – 2nd and 3rd – 4th) and separate sessions of two hours each were conducted. A weekly Teaching Plan was provided to all the teacher-facilitators. Weekly meetings conducted for review of the previous week and preparation for the next week's schedule.

Apart from regular sessions, various other activities were also held during the year. After the Diwali vacation, sports competitions were organised in the villages. Games such as spoon-lemon, running, high jump, long jump, frog jump, walking upside down etc. were conducted. A total of 300 students participated in these competitions. Successful students were given prizes.

In the month of December, language and mathematics tests were conducted to assess the students' progress. Based on the results, 3rd/4th standard students were divided in two groups and were taught separately. A competition 'My Vikasika My Responsibility' to encourage active participation and initiative from the facilitators. Every month, the Vikasika showing the most progress was given a badge of honour and sports material worth Rs. 500/- as a prize.

At the end of the year, all the students were evaluated using the unique '*Bal Jatra*' concept in which various linguistic-mathematical games were organised based on the important concepts learned during the year. Thus, the evaluation was done without any stress of exams. The final test was conducted on April 17, 18, 19 for some activities which could not be included in the *Bal Jatra*.

Progress report cards were prepared for all the students based on the regular teacher observations, the marks obtained in the *Bal Jatra* and the final examination. The facilitators visited all the students personally and explained the report card to the parents. It was observed that almost all the students from class 1 and 2 had learned to read and write while the students from class 3 and 4 showed substantial improvement in reading and well as thinking skills.

To develop cordial relationship and smooth interaction among all the members from the project, various group activities were conducted. These included a trip to JP Solapur Centre (Primary Division), family picnic, preparing and having lunch together and cooking by the group members at Kalleshwar Temple etc. HoD and Deputy HoD visited homes of all the members. As a result of all these activities, the team 18 women members and two coordinators

bonded very well and participated wholeheartedly in all the departmental activities including the *Varsharambh and Varshant upasana*.

Parents are considered as active partners in the Vikasika project. During the year, two to four Parent's meetings (*palaksabha*) were held in the villages. Parents were introduced to Prabodhini's activity-based learning method. Sessions on the topic of 'good parenting' were also conducted. The response from parents was good everywhere.

During the year, when there was a problem of finding suitable space for the Vikasika in Karvanji and Malegaon villages, JPH, with the help of the parents, installed ready-made structures (porta cabins) and named them as 'Anandghar'.

Vikasika was not closed even during the summer vacation as Anand Varga were held during the period to ensure that the basic literacy levels achieved during the year are not be forgotten and the students are engaged productively. Activities such as clay work, painting, origami, participatory reading, storytelling etc. were organised. A total of 500 students (including some visiting children from other villages) participated in these activities with great enthusiasm. All the children and the facilitators thoroughly enjoyed the experience of joyful learning throughout the year.

Principal Investigator: Abhijit Kapre

Duration: 1 Year

Funded by: JPSS

8) A critical study of activities and programmes offered by SVJCT: impact, growth areas and concerns

A critical study of activities and programmes offered by SVJCT (Shri Vithalrao Joshi Charities Trust) was undertaken during the period of July 2022 to March 2023 to assess the impact of its work on the life of people living in the vicinity of the SVJCT, covering several villages of Ratnagiri district.

SVJCT started working in Dervan village (Chiplun Block) in the 1980s, but its reputation spread after 1997, following the establishment of Walawalkar Hospital (B.K.L. Walawalkar Hospital) in 1995. Along with a full-fledged hospital, SVJCT has also started a nursing college (2001), a medical college (2015), a school (1997), and a sports academy (2013). The main objective of SVJCT's work was to help in the fulfilment of basic needs such as food, clothing, shelter, drinking water, health services and education for the underprivileged members of society.

SVJCT's work was studied under three main areas, namely Health, Education and Livelihood. A team of 30 professionals, including subject experts, researchers and field workers participated in this study.

The preparatory phase included several visits to the Dervan campus of SVJCT to understand the overall scope and nature of the trust's work. With the help of subject experts, a focused scope of the study was charted out. Appropriate tools were identified or developed to collect the required data. Primary data was collected through questionnaires, in-depth interviews, and focused group discussions (Quantitative data: n = 790, Qualitative data: n = 150). The huge amount of qualitative data was analysed with the help of the DAC model and the Organizational Growth Pattern model. Secondary data was collected through websites, annual reports, research papers, etc.

A percentage analysis was done to obtain frequencies for various investigatory questions for comparison between the distant and closely situated villages as well as across genders.

Health:

- SVJCT (Walawalkar) Hospital is viewed as one of the best service providers in the area, especially for complicated and tertiary level cases.
- SVJCT health camps reach out to a large pool of patients, bringing them under the purview of the hospital's OPD and IPD services for future treatment. However, the key persons' role needs to be defined.
- Community health projects (focusing on children and women) have been effective; however, their branding needs to be improved.

Education and Sports:

- Enriched school campus is an asset of SVJCT facilities for its employees.
- The school environment seems to be effective for the overall development of the students.
- Multiple fully planned and monitored programs have proved to have facilitated the intellectual and physical development of students. However, a change in affiliation from SSC/HSC to CBSE has impacted the higher secondary enrolment.
- Sports facilities have given a valuable platform to several students both in and outside the school.
- The data indicates effective coaching for the students who have fetched medals consistently.
- Extracurricular facilities of the school, including the sports academy, should be more open to other schools in the area so that they may be fully utilized.

Livelihood activities:

- Currently, livelihood activities are mostly charity-based and focus on individuals / individual families.

- Different objects are distributed at different times throughout the year.
- Workers can earn full wages throughout the year.
- Most of the available work is based on agriculture and labour work is available in the SVJCT campus.
- If the trust focuses more on skill training or income generating activities for villagers in surrounding areas, this sector will become more sustainable.

Apart from this, a substantial number of persons from villages in the vicinity are getting employment in SVJCT's fields or campuses in many ways. Also, a significant level of economic upliftment has been observed due to the small-scale entrepreneurial opportunities created in the vicinity due to SVJCT activities.

Conclusion: The impact of SVJCT's work on the society in its vicinity is noticeable and multifaceted. After more than three decades of work, SVJCT needs to revisit and redefine some of its objectives from a long-term / sustainability perspective by employing more era-appropriate methods and strategies.

Principle Investigator: Dr. Anagha Lavalekar

Project Assistance: Kanchan Pande

Subject Experts: Pramod Sadolikar, Prashant Divekar,
Dr. Manoj Deolekar, Dr. Neelangi Sardeshpande, Dr. Deepak Gupte

Funded by: Shri. Vithalrao Joshi Charitable Trust

Co-Investigators: Dr. Pranita Jagtap &

Vandana Kamthe

Duration: 8 Months

In Sanskrit and Indology

9) Study of the opportunities, motivation, and self-confidence of Muslim women

In 2017, an informal study began in JPSS on the above topic. The study was launched with an objective to connect and to interact with Muslim women. Interviews with 21 Muslim women were planned. Due to COVID-19, there was a temporary break. To understand how education has changed the lives of Muslim women, personal interviews were conducted. The information obtained through a questionnaire was supported by data gathered in personal interviews.

The women included in the study belonged to Pune, Solapur, and Osmanabad. Fifty percent of them are working in the field of education and others are in the field of journalism, research (Ph.D.), social work, law, and government jobs. A common thread that emerged in the discussion was family background played an important role. Parents and spouses supported education of most of the women. The women reported that as Muslim, they did not face any discrimination in school, college, or at their working place. A monograph was prepared at the end of this study.

Researchers- Dr. Manisha Shete, Manasi Bodas

Advisors - Dr. Vanita Patwardhan, Dr. Shamsuddin Tamboli

Funded by: JPSS

Duration - 2 years

10) To study the post-death rites and ancestral remembrance rites of the Idu Mishmi and Adi tribes of Arunachal Pradesh

Death is a very significant ritual in both these tribes. Many students and scholars have studied different religious rituals of North Eastern tribes. There was no work found in the field of specifically based on post-death rituals of two major tribes namely Idu Mishmi and Adi.

The objectives of the study were-

- To understand the importance of preservation of knowledge of the ritual which is secured by oral tradition only.
- To understand the changes in the traditional ritual in modern era.
- To understand the post-mortem rites of the tribes and their values and faiths toward death.
- To understand the characteristics of the dance performed by shaman in the death ritual.
- To understand the approach of youth towards changes in the tribal religion and culture
- To understand the causes behind the threat to the culture of these tribes.

The findings of the study -

- a rich oral tradition was found during the study which is not yet documented completely.
- even after conversion, post-death rituals are performed in traditional tribal manner by converted people from the community.
- Shamanism is a very interesting institution based on tradition and the culture. Shaman is a person who has supernatural powers with him. There are lady shamans also do exist in Idu Mishmi culture.
- the youth of the community possess faith in the supernatural power of the Shaman but they are afraid of becoming Shaman and dealing with evil spirits and the mysteries which are essential part of shamanic activity.
- In the Adi tribe, it is happening that elder members of the family are practicing their traditional values and norms but the youth is following Christianity. It is happening under one roof. It is surprising to note that we can see these families living together but following different religious practices at the same time. Education is changing the practices among the tribes and the new generation is adopting modern way of life considering their tradition is outdated.

Conclusion-

- Documentation or collection of folk songs and folk tales is an urgent need for both the tribes. Shamans play an important role for this documentation as they are the main source of traditional knowledge.
- Both the tribes have great respect for post-death rites and their values. They know the meaning and significance behind various acts and deeds of this ritual.
 - There are certain social conflicts regarding death rituals. Due to their hectic daily routine youth are not able to attend the death ritual up to the end till the purification by the shaman.
 - Documentation is needed and there should be some constructive projects need to be taken from the communities as well as scholars to preserve this culture.
 - The tribal converted in the Christianity are not ready to compromise with their traditional way of performing death rituals.

Principal Investigator: Dr. Aaryaa Joshi

Duration: 1 Year

Advisors: Dr. Razzeco Dele, RIWATCH, Arunachal Pradesh,

Arti Nawathe, Professor at Anthropology Department, Savitribai Phule Pune University

Funded by: The Asiatic Society, Mumbai and JPSS

Research Projects In-progress

In Psychology

1) Good Touch-Bad Touch-360°

Emotional security is as important to every person as food, clothing, and shelter. Children are very sensitive in this regard. According to research, whether this emotional warmth/security is achieved at each stage of age depends on the individual's future mental health and personality.

With the aim that every boy/girl should have a physically and mentally safe environment, the project of *Olakh Sparshachi* (GTBT) 360° has been implemented. The students of 1st to 8th standards from two cities, (Pune and Ahmedabad.) are being imparted the awareness module on 'Good and Bad touch' by trained facilitators of JPIP Trainers include teachers, volunteers, academic staff, etc. In order to convey this important topic to children in an interactive manner, handbooks, picture books, along with some activity games, songs, tapes, etc., have been developed along with social media. The subject is conveyed to children and their parents through podcasts and webinars. Considering that their teachers, non-teaching staff, rickshaw/van uncles who drop them to school and parents are important stakeholders in children's environment, sessions have been planned for all of them to develop aware about child sexual abuse and its consequences, measures to be taken and laws pertaining to it.

A theme song '*Itukali Pitukali Mule Amhee Dhitukali*' was written, and composed for children to sing. The song has become quite popular among the children. A seminar '*Ek Kan Aasthecha*' was held in which Dr. Anuradha Sahasrabuddhe (Child Line), Dr. Meenakshi Nalable (Medical expert) and Mr. Mukul Joshi (Cyber security expert) participated. Along with this to reach out to a greater number of children in various ways, a Telelogue platform namely: *Bal Samvad Katta* was launched, giving children a rightful place to share their thoughts and feelings freely.

In 2022-23 in all 25 Master Trainers were trained who in turn trained 185 field trainers at Pune and 18 Field Trainers at Ahmedabad. In Pune 135 field trainers held sessions in 63 schools, and managed to reach 27,840 students and 3700+ parents. Along with it 4 episodes of podcast series '*Khajina Goshtincha*' has been broadcasted and a webinar on the need of the topic was conducted. To gauge the impression of the training testing of around 3500 students of 1st to 8th standard has been conducted.

Project Director: Shamangi Deshpande
Tele Counsellors: Gayatri Gulge, Rashmi Lalit
Advisor: Dr. Anagha Lavalekar
Funded by: Bajaj Finance Ltd.

Project Assistants: Ketaki Kulkarni, Ashwini Deshpande, Shubhangi Patwardhan
Duration: 2 Years

2) Continuous capacity building programme for tribal community children, adolescents and youth (Saksham)

The *Katkaris* are one of the most marginalised communities of India, being designated as 'Particularly Vulnerable Tribal Groups (PVTGs)' within the Scheduled Tribes as per the classification by Ministry of Home Affairs. Their hamlets called '*Adiwasiwadi*' are placed at the foothills, and in some cases even at the hilly slopes. They have been rendered root-less and resource-less over years.

The project proposes to focus on development of such *Katkari* communities especially related to mother and child health, nutrition, education, and livelihood.

Considering the geography and the spread of *Katkari* hamlets, it is proposed to build capacities of the select youth from these hamlets who can work for their own communities as change agents.

Programme Intervention Details: All contents of Youths and Children Intervention are according to age needs, developmental milestones. Standardised modules are then provided to the trainers to avoid dilution. Session delivery uses stories, activities, games, supplementary material, key words for children to remember.

A. Capacity Building of Community Youth as individuals between 18 to 27 years of age.

Intervention topics for three areas of the project are as follows:

Social and mental health:

- Life Skills – Self Awareness, Effective Communication, Coping with stress, Interpersonal Relation, Decision Making, coping with emotions, problem solving, critical thinking, mindfulness

- Socio- Emotional Skills: Confidence, Achievement Motivation,

Physical Health:

- Anti - addiction

B. Comprehensive Child Development Programme (CCDP) for Children and adolescent between 7-12 and 13 to 17 years of age.

It is designed considering various factors affecting child development & how children can be nurtured to excel in their life. It promotes well-being and quality of life of students focusing on development of thinking skills. This is to support education among Katkari children and bring educational awareness among the parents. Sessions has been taken as per the age groups as well as the intensity was varied according to age group

- **Cognitive domain**– core skills which generate out of think, read, learn, remember, reason, and pay attention.

- observation skills
- memory techniques
- logical thinking
- creative thinking

- **Socio-Emotional domain** –involves learning what feelings and emotions are, understanding how and why they happen, recognizing one's own feelings and those of others, and developing effective ways of communicating them.

- Confidence
- Basic Communication
- Understanding emotions of self and others
- Positive engagement and wellbeing

Targeted Beneficiaries: All the beneficiaries were from 5 communities near Male Village, Mulshi Taluka

- 20 Young Adults as identified by Rohan Builders
- Children (approx. 5 communities)
- Number of total students was 150
- Age group was -
- 7 to 12 yrs. & 13 to 17 yrs.
- Parents of these Children (representative group)
- Number of sessions- 24 sessions

- Based on the findings and observations of the children group (ages 7 to 12 yrs.)- Overall, these findings highlight the positive characteristics of the children. Their increased cooperative nature, strong understanding, keen observation skills, confidence, and language processing abilities will contribute to their overall academic potential and growth. These findings underscore the importance of nurturing these qualities further and providing suitable educational opportunities to support their continued development.
- Based on the findings and observations of the adolescent group (ages 13 to 17 yrs.)- The adolescent age group of children demonstrated notable positive effects resulting from their participation in the sessions. These sessions contributed significantly to their overall understanding, observational skills, and confidence. The children displayed proficiency in reading and writing, showing a genuine enthusiasm for reading. The impact of the sessions was also evident in their sporting activities, with improved performance and positive responses. The children exhibited commendable qualities of helping and sharing with others.
- Based on the findings and observations of the children group (ages 18 to 27 yrs.)- Many of the members were married and some had children, which placed them under the dual responsibilities of managing their household and pursuing employment. At a tender age, these individuals were burdened with the demands of the world and the pressures of earning a living. Illiteracy, unemployment, social expectations combined with lack of awareness led to low confidence. The activities increased confidence level. The youth started opening and interacting during the sessions which shows their increased confidence and communication skills. There are instances of their improved problem solving and decision-making skills during the activities. As they started empathizing, some of them came forward to take responsibilities of others. Several of the youth displayed remarkable determination, perseverance, and motivation to work for their betterment and contribute to society.

Principal Investigator: Sujata Honap
Funded by: Rohan Builders Dev.Pvt. Ltd.

Project Coordinator: Apoorva Shaligram
Duration: 2 Years

3) Continuous Comprehensive Development Programme for under privileged children (Navchetana)

Project Navchetana, started with a strong belief that everybody has a right to avail an opportunity to develop and nurturing one's abilities. It was designed to consider factors affecting child development and how children can be nurtured to excel. It promotes students' wellbeing and quality of life focusing on developing thinking skills.

The project creates a simulation based on intelligence games and activities which will be useful in developing and nurturing cognitive, emotional, social skills. This will give them an opportunity to use their different inbuilt abilities.

Skills covered:

Cognitive skills – core skills which generate out of think, read, learn, remember, reason, and pay attention.

Emotional skills - learning what feelings and emotions are, understanding how and why they happen, recognizing one's and those of others, and developing effective ways of managing them.

Social skills –use to communicate, interact with each other, both verbally & non-verbally, through gestures, body language, our personal appearance.

Total 167 students, 85 boys and 82 girls from 5th to 7th standard (Age group from 10 to 12 years) was participated in the project. Programme duration was one year. Total 24 activities were conducted. Facilitators to student's ratio was 1:11. Male student and female student ratio was around 50: 50.

Almost all students were self-motivated throughout the programme. According to them, the activities were very much interesting and novel. The students were impressed with the communication style of the facilitators, which was simple to understand and reflected unconditional acceptance for every student. They also liked the activities designed for abstract content. Students requested whole heartedly to continue the programme for a long time.

For Navchetana project, ratings scale was used to note the observations regarding student's behaviour. The rating scale has total 14 pointers spread across four distinct skills or parameters. These included basic cognitive skills such as understanding, observation, and memory, Involvement parameters such as attention and memory, thinking skills such as logical thinking, creative thinking, language processing, and problem-solving, decision-making, and Socio-emotional parameters such as confidence, sensitivity, and communication, self-esteem.

There has been a notable positive change in three key areas, namely memory, observation, and understanding. Specifically, there has been a positive change in 64% of students in memory, 63%of students in their observation skills, and a 60% of students in their understanding.

There has been a noteworthy positive change in students' attention and motivation during sessions. Specifically, 59% of the students have shown a positive change in their level of attention, while 58% have displayed an enhanced level of motivation.

There has been a notable positive change in the **cognitive skills** mentioned below -

- Creative thinking- 63% of the students have shown positive change, which indicates that the students have become more imaginative and innovative in their approach of generating new ideas.
- Logical thinking- 59% of the students have shown positive change, which suggests that the students can use analysing and reasoning skills through problems, systematically and methodically.
- Language processing- 51% of the students have shown positive change, which suggests that the students have become more skilled at using and understanding language in various contexts, such as reading, writing, speaking, and listening.
- Problem-solving- 45% of the students have shown positive change which means that the students have become better at identifying and addressing complex issues and obstacles.
- Decision-making- 41% of the student have shown positive change which implies that the students have become more confident in making choices and acting based on careful consideration and evaluation of options.

Students have shown a positive change in four different **socio-emotional** areas

- Confidence- 62% of students have shown a positive change in confidence, which refers to their belief in their abilities and self-worth
- Self-esteem- 61% of students have shown a positive change in self-esteem, which refers to their overall sense of self-worth and confidence in themselves.
- Communication- 40% of students have shown a positive change in communication, which refers to their ability to convey their thoughts and ideas effectively to others.
- Sensitivity- 31% of students have shown a positive change in sensitivity, which refers to their ability to understand and respond to the feelings and emotions of others.

The researcher conclude that continuous use of systematically designed activities helps students to enhance their thinking skills and socio-emotional skills.

Principal Investigator: Sujata Honap
Field Coordinator: Pallavi Kaslikar
Funded by: ADM foundation

Research Assistant: Prasanna Alone
Duration: 3 Years

Doctoral Research

Ph. D. Studies completed

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

The study aimed at investigating the fundamental nature of *Shavasana* and Supine Meditation, in terms of cellular health, measured through Bio-Phase Angle; energy expenditure, measured through RMR and Emotional Intelligence, measured through a standardised test. In a study with Quasi Experimental Design, having Pre-Post-Follow-up Testing sessions, 101 new entrant students of both sexes, age ranging 18-35, from a yoga college, were randomly allocated equally into three groups namely *Shavasana*, Meditation and Control with each group having 33 students. All the three groups underwent testing sessions before the start and at the end of the respective interventions, for an hour daily, for 42 days. Detraining effects were measured after 42 days of non-intervention period. Descriptive Analysis, ANCOVA, Adjusted Mean Recovery and Scheffe's Post Hoc Test results found a satisfactory support in Qualitative Analyses as well.

Bio Phase Angle: Results discovered both *Shavasana* and Meditation groups showing a significant improvement ($p < 0.01$) in Bio-Phase Angle after 42 days of the respective interventions. However, Post-test comparison showed Meditation training as superior to *Shavasana* training in improving Bio-Phase Angle ($CD = 0.30$, $p < 0.05$). As well, in a follow-up test too Meditation training was found superior to that of *Shavasana* ($CD = 0.26$, $p < 0.05$).

Resting Metabolic Rate (RMR): Meditation group showed a significant reduction in RMR ($CD = 0.35$, $p < 0.05$), while *Shavasana* group could not ($CD = 0.17$; $p > 0.05$). Post-test comparison indicated that Meditation training helped to reduce Resting metabolic rate significantly ($CD = 0.27$, $p < 0.05$). As well, Meditation group reduced the Metabolic Rate significantly ($CD = 0.25$) as compared to that of *Shavasana*.

Emotional intelligence: Self-awareness: Meditation helped to improve Self-awareness score significantly ($CD = 0.26$, $p < 0.05$) during posttest and at the follow-up ($CD = 0.24$, $p < 0.05$). Meditation training could show a significantly ($CD = 0.23$, $p < 0.05$) increased Self-awareness score during follow-up test too w.r.t. Control group. Post-test comparison of results indicated that Meditation training was found superior to *Shavasana* training in improving Self-awareness ($CD = 0.21$, $p < 0.05$), even in follow-up test. ($CD = 0.25$, $p < 0.05$). **Self-control:** Meditation helped to improve Self-control score during post-test ($CD = 0.24$; $p < 0.05$). Post-test comparison indicates Meditation training as superior to *Shavasana* in improving Self-control score ($CD = 0.22$, $p < 0.05$) even during detraining phase ($CD = 0.21$, $p < 0.05$). **Self-motivation:**

Meditation helped to improve Self-motivation score significantly during posttest (CD=0.27<0.05) and follow-up test (CD=0.25, p<0.05). In Post-test comparison, Meditation was found superior to *Shavasana* (CD=0.21, p<0.05) even during the detraining phase (CD=0.20, p<0.05), in improving Self-motivation scores. **Empathy:** Meditation could not help to improve Empathy score significantly during posttest, but at follow-up an improved status in Empathy was maintained. The same was the case with the *Shavasana* group. Post-test comparison indicates that Meditation training was found superior to *Shavasana* in improving Empathy score, but the improvement was not found statistically significant (CD=0.17; p>0.05). **Social Skills:** No groups could show a significant change in Social Skills both in Posttest and Follow-up tests. Post-test comparison indicates that both Meditation and *Shavasana* training could not improve social skills (CD=0.14, p>0.05).

Composite Scores in Emotional Intelligence: Meditation could contribute to improve *Emotional Intelligence score* in a statistically significant way (CD=0.26, P<0.05) during posttest, and even between Pre-Test and Follow-up Test (CD=0.24, p<0.05). Post-test comparison indicates that Meditation was found significantly more effective than *Shavasana*, in improving Emotional intelligence (CD=0.22, p<0.05), as compared to Control group. Even Post-Test and Follow-up Test Comparison showed Meditation as being superior to *Shavasana* with a statistical significance (CD=0.21, p<0/05). **Qualitative Analyses** show a remarkable agreement together and co-relate well with the findings of the quantitative analyses.

Researcher: 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

The present study was designed to explore the psychological well-being of intellectually above average college students in relation to their family environment and classroom environment. India is going through a transitory period after accepting the open economy. It has shaken the basic structure, values, roles in the society, and as a basic unit of society, in family too. There is already very less awareness about identifying and nurturing high abilities in India.

Many a times high ability students are left alone to take care of themselves. Due to various peculiar characteristics and needs of these students, they need mentoring for maintaining their psychological well-being and enhancing their potentials. This study tries to explore, in this fast-changing scenario, what is the level of psychological well-being of the intellectually above average students and what are its correlates as well as predictors in the surroundings.

320 students, who scored above 75th PR on Culture Faire Intelligence Test, were included in the study of whom 198 were females and 122 were males. The tools used for this study were Psychological Well-Being Scale by Carol Ryff (1989), Family Environment Scale by Dr. Bhatiya and Dr. Chadha (1993), and College Classroom Environment Scale by Vahala, And others (1994). In all 6 dimensions of psychological well-being and classroom environment each, and 8 dimensions of family environment were measured through these measures. Psychometric properties of all the scales were found to be satisfactory. All measures showed sufficient reliability. Most of the times, the tools were administered in group setting.

After data screening and data cleaning, Pearson's Product Moment correlation was calculated. To identify the predictors, Multiple Regression was used and ANOVA was applied to find out the gender differences among participants. To understand the results more deeply, semi- structured interviews of 20 students were conducted, ten of which scored lowest and ten highest on the psychological well-being scale. Thematic analysis was done.

Analysis showed that all the dimensions of Family environment except Control had significant negative relationship with the psychological wellbeing of intellectually above average college students, whereas Conflict, Cohesion, and Acceptance and Caring dimensions of Family environment significantly predicted the psychological well-being, but in a negative direction. All the dimensions of college Classroom environment had significant positive relationship with the psychological wellbeing of intellectually above average college students. Multiple regression analysis revealed that Professorial concern, Affiliation, and Inimical ambiance dimensions of college Classroom environment significantly predicted the psychological wellbeing of these students. These results have been explained in the light of qualitative data and earlier research.

Possible explanation of the results could be traced to the life stage of these students, their personal characteristics, social-cultural context, and the interaction of these factors.

The results underline the need to attend to the effective parenting strategies, making a warm, understanding, free, open family environment as well as constructing a conducive environment in the college classroom for these students with above average intellectual capacity to help them realize their potentials. It is extremely important and relevant in today's fast changing socio-economic-political circumstances.

Researcher: Dhanashree Atul Sowani

Guide: Dr. Anagha Lavalekar

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

It is a well-documented and acknowledged fact that human resources are the costliest, but the most unpredictable component of all the resources. However, if developed and managed correctly, the human resources can provide a significant advantage to the organization. Following a thorough exploration of the developmental nature of each component part, as well as the PsyCap construct overall, this study sets out to build on the PsyCap model put forth by Luthans et al., (Luthans, Avey, et al., 2006). The developmental model integrates the architecture of sustainable happiness model (Lyubomirsky, Sheldon, et al., 2005) with a particular focus on its impact on Job-Satisfaction and Employee Engagement. The study sets out to answer the call for future research on whether PsyCap and Satisfaction with Life can determine its impact on Job-Satisfaction and Employee Engagement.

Positive organizational psychology revolves around all the behaviours which can make the work planet a better place to survive, thrive and perform. This study focuses on the concept of Psychological Capital, Satisfaction with Life, Job-Satisfaction and Employee Engagement. These concepts from positive psychology at work place have been studied across the globe for its significance at work places.

Humans spend a large chunk of time at the place of work. Therefore, an optimistic workplace which offers scope for growth and development is of utmost importance for physical as well as psychological wellbeing of employees. Work places these days offer attractive incentives for physical wellbeing, however comparatively less efforts are made for psychological wellbeing at the place of work. The current study draws on four theoretical frameworks. Considering the need of psychological wellbeing the present study focused on studying the impact of Psychological Capital and Satisfaction of Life on Job Satisfaction and Employee Engagement.

The present study utilizes a Correlational Survey Research Design. The study was conducted on 350 (N= 350, M= 267, F = 83) employees who had consented to take part in the study. The data was collected from employees in the middle level management like managers, deputy managers and executives from various departments of pharmaceutical companies.

The Psychological Capital Questionnaire (PCQ) by Luthans, Youssef, & Avolio, (2007), Satisfaction with Life Scale (SWLS) by Pavot, W., & Diener, E. (1985), Job satisfaction Scale by B. L. Dubey (1989) and Utrecht Work Engagement Scale (UWES) by Schaufeli, Salanova, González-Roma, & Bakker (2002), were the tools used for collection of data pertaining to each of the variables. Demographic details were also sought to understand the underlying characteristics of the sample population.

- 6) Impact of cognitive enhancement training on neurocognitive function, social cognitive abilities, and academic skills among children with “specific learning disability”
Researcher: Anita Vinod Chitre **Guide:** Dr. Ajit Chandanshive
- 7) A comparative study of team and individual sports persons on anxiety, self-efficacy, and athlete motivation
Researcher: Rashmi Rajendra Kadam **Guide:** Dr. Meenakshi Gokhale
- 8) Self-esteem, emotional intelligence and optimism across sportspersons and non-sportspersons
Researcher: Brito Costa **Guide:** Dr. Meenakshi Gokhale
- 9) Marital communication, co-parenting behaviour and working status of mothers as predictors of marital satisfaction of couples
Researcher: Pritam Abhang **Guide:** Dr. Meenakshi Gokhale
- 10) Flourishing of high ability youth in relation to difficulties in emotion regulation, self-esteem, and prosocial behavior
Researcher: Isha Sanjay Kanhere **Guide:** Dr. Meenakshi Gokhale
- 11) The differential effects of classical hatha yoga on self-concept, body esteem and emotional intelligence among Indian classical dancers and non-dancer adolescents
Researcher: Aishwarya Sanjay Joshi **Guide:** Dr. Jaya Rajagopalan
- 12) A study of the differential effect of psychoeducation on perceived stress of patients with obsessive compulsive disorder with internal and external locus of control
Researcher: Priyanka Lele **Guide:** Dr. Jaya Rajagopalan
- 13) Gratitude intervention on mental health, social self-efficacy in adolescents who have lost parents in covid-19 pandemic
Researcher: Nawale Rupali Gulab **Guide:** Dr. Alpna Vaidya
- 14) Effect of smartphone addiction and nomophobia on aggression and coping among adolescents
Researcher: Vrushali Santosh Pandit **Guide:** Dr. Santosh Walke
- 15) Parental self-efficacy, attitude, social support, and psychological well-being among mothers of children with disability
Researcher: Amita Kendurkar **Guide:** Dr. Santosh Walke
- 16) Effect of psychological well-being and emotional intelligence on aggression, anxiety and depression between adolescents and young adults
Researcher: Sagar Ramchandra Karande **Guide:** Dr. Santosh Walke

* The candidate was awarded Ph.D. degree in 2023-24.

Development of new academic courses

The academic year 2023-24 will be the first year of implementation of the National Education Policy (NEP). During the year, JPIP's team of researchers developed a new academic course- "Learning to Performing." This four-credit course aims to facilitate students who will be completing their graduation studies and joining the world of work. In 2023-24, we plan to offer this course to students in a few colleges in Maharashtra.

Lectures, Seminars, Webinars and Workshops

Organised by JPSS

In Psychology

1) Research Methodology Workshop

Jnana Prabodhini's Institute of Psychology is affiliated to the Savitribai Phule Pune University, (SPPU), as a research Centre. We acknowledge the transformation that social science research has undergone and endeavour to facilitate it. For aspiring researchers, knowledge of research methodology is central to conducting high quality research. For every doctoral student, the first step is to draft a robust research proposal. To help the research scholars JPIP organised a four-day workshop (16th to 19th April 2022) for 16 Ph.D. candidates. Group discussion, presentations, and individual interactions with guides were organised during the workshop. Dr. Anagha Lavalekar, Dr. Sujala Watve, Dr. Meenakshi Gokhale, Dr. Alpna Vaidya, Dr. Santosh Walke, Dr. Pranita Jagtap, and Dr. Sucharita Gadre delivered academic inputs. Follow-up meetings with individual guides were planned.

2) 'Women Police Station: Achievements and Challenges'-One day seminar

Jnana Prabodhini's Institute of Psychology and Stree Shakti Prabodhan Karyadisha group collaboratively organised a one-day seminar on 'Women Police Station: Achievements and Challenges' on 19th November 2022 with the full financial assistance from the National Commission for Women, New Delhi.

Hon. Sudha Kothari (Founder Member of Chaitanya Women's Association) and Hon. Pravin Dikshit, (Retd. Director General of Police, Maharashtra) inaugurated the seminar.

Hon. Subhash Deshpande, Secretary of Jnana Prabodhini was also present there for the inauguration of the seminar. In first session, Dr. Sucharita Gadre presented findings of a study titled- 'The impact of COVID-19 on the mental health of women officers in police and government of Maharashtra State' followed by Mrs. Dwaraka Walgude, a Dakshata Samiti member at village level, narrated her experience about victimized women in the rural society. Later Mrs. Deepa Vairagkar, elaborative described the structure and functioning of that Palasia Mahila Police Station in Indore. The second session covered topic- 'Facilitating gender

sensitization among police personnel at all levels.’ a recorded speech given by Mr. Nikhil Pingle (S.P., Gondia) was shown on the topic of gender sensitivity in the police force. Hon. Pravin Dikshit Sir (Director General of Police, Retd.) addressed the audience.

He took an extensive review of the whole issue of gender discrimination in with reference to police system emphasized on the 112 India app developed by government of India
3rd Session – Seminar- **‘Mahila Police Thane = Mahila Security: Imagination and Reality’** was led by highly experienced and eminent speakers, including retired Director General of Police, Makarand Ranade, Adv. Asunta Pardhe (Social activist), Adv. Sushil Atre (Criminal lawyer), and Senior Journalist Mangesh Kolpakar of Sakal Group.

In the last concluding session, the audience got an opportunity to listen to Smt.Paurnima Gaikwad, S.P., Hingoli. ‘Dignity and suffering of women in police force’ was the theme of her experience sharing. She mentioned that women have the basic empathy and compassion to make the government more pro-social. However, if the police are given the training to develop these abilities with no compromise on assertion of law, it will be more useful.

All the sessions were followed by a short question answer round in which some of the points mentioned in the narration were covered properly.

The one-day seminar, **Women Police Station: Achievements and Challenges** hosted by Jnana Prabodhini Samshodhan Sanstha and led by distinguished and eminent personalities was not only unique and thought-provoking but was also an eye-opener for the 165 people who witnessed the event.

3) Thursday Lecture Series

During 2022-23, a new initiative, ‘Thursday lecture series was launched. Every fortnight, a researcher presented her/his research activities. The research studies were either work in-process or were completed.

Sr. No.	Date	Name	Topic
1	29/9/2022	Aparnagouri Phatak, Anushree Bodhale, Neha Kshirsagar	Comparison of pre-pandemic and post-pandemic scores on iA Aptitude Test developed by Jnana Prabodhini Samshodhan Sanstha
2	13/10/2022	Dr. Anuradha Ohal, Nilima Apte, Urmila Dixit	1) Review of Aptitude Test and Career Guidance Department’s work regarding iA test since 2015 to 2022 2) Challenges and opportunities in Career Guidance, Experiences of Counsellors
3	10/11/2022	Shamangi Deshpande, Prerana Karulkar	Effect of self-awareness programme implemented for adolescents in 2019-20 on awareness about and attitude towards addiction and sexuality

Sr. No.	Date	Name	Topic
4	24/11/2022	Dr. Sucharita Gadre	Probing the mental health of women professionals in police and governance in COVID times through Assessment and rational emotive thinking-based intervention
5	8/12/2022	Dr. Ajit Kanitkar	Rebuilding lives and livelihoods: A study of women who lost husbands in Covid-19
6	22/12/2022	Dr. Savita Kulkarni	Designing competitive aptitude test battery
7	5/1/2023	Dr. Akash Chowkase	Competence, Commitment and Concern – A 3C model for development
8	19/1/2023	Dr. Aaryaa Joshi	अरुणाचल प्रदेशातील आदी आणि इंदु मिश्री जनजातीतील मरणोत्तर विधी आणि पूर्वज स्मरण पद्धतींचा अभ्यास
9	2/2/2023	Mrunmayi Vaishampayan	Development of Self Rating scales for holistic assessment of students at Jnana Prabodhini Prashala: a process review
10	16/2/2023	Dhanashree Bodhani	Factors affecting psychological health of hospital staff and coping behaviour during the COVID 19 pandemic: a cross sectional study from a tertiary care hospital in Pune
11	2/3/2023	Pallavi Paradkar	Artificial intelligence ची ओळख आणि याचा वापर करून निर्मिती झालेले Chat GPT
12	16/3/2023	Shri. Vivek Sawant	Technology, society, education, and values - scenarios for the coming 3 to 5 years
13	30/3/2023	Dr. Manisha Shete, Manasi Bodas	भारतीय मुस्लिम स्त्रियांना शिक्षणामुळे मिळणारी संधी, प्रेरणा व आत्मविश्वास याचा अभ्यास

4) Lectures, Seminars, Webinars and Workshops

Sr. No.	Name of Workshop	Dates	Coordinators
1	Bal Vikas Shibir	May 2022	Pallavi Kaslikar
2	Nirantar Bal Vikas Workshop	July 2022 to January 2023	Pallavi Kaslikar
3	iA Career Advisor Training Programme (CATP)	4-6 August, 2022	Nilima Apte, Urmila Dixit, Dr. Devayani Bhave, Sonia Poonawala, Vivek Velankar, Pradip Bramhankar
4	Introductory session on Giftedness	1 October, 2022	Dr. Sujala Watve, Isha Kanhere
5	Screen obsession workshop	13 November, 2022	Swapnila Sethiya
6	Orientation to Psychological Testing (OPT)	17-18 February, 2023	Swapnila Sethiya, Dr. Dhanashree Sowani, Isha Kanhere
7	Trainer's training workshop	18-19 February, 2023	Sujata Honap, Prasanna Alone

Sr. No.	Name of Workshop	Dates	Coordinators
8	iA Career Advisor Training Programme (CATP)	2-4 March, 2023	Dr. Sujala Watve, Dr. Savita Kulkarni, Dr. Milind Naik, Nilima Apte, Urmila Dixit, Dr. Devayani Bhave, Sonia Poonawala, Vivek Velankar, Pradip Bramhankar
9	Orientation Programme-ATCG Staff	14 March, 2023	Nilima Apte, Urmila Dixit, Neha Kshirsagar, Sayali Medhekar
10	Self-study skills workshop	19-21 May 2022, 25-26 June 2022	Swapnila Sethiya

In Sanskrit and Indology

Matrubhumi Pujan Upasana

The celebration of ‘Azadika Amrut Mahotsav’ was organised in a unique way by the Purohit group of Santrika. The group resolved to organise Jnana Prabodhini’s ‘Matrubhumi pujan Upasana’ at 75 places from January 2022 to January 2023 for celebrating 75 years of Indian Independence.

These gatherings were in families, schools and colleges, educational institutions, and spiritual centres. In each location, we experienced a very spirited and enthusiastic participation during the function.

On the Sharadiya Navratri festival, the Matrubhumi pujan programme was conducted on 26 September at Sri Sarodiya Ma Anandamayi Ashram. Senior devotees and family members of the ashram participated in this worship. On 2 October 2022 during Navratri festival, Sri Sukta Pathan and Jagran- gondhal, traditional Maharashtrian devotional songs were sung by the women priests of Santrika at Ashram. The group also participated in the traditional ‘Dhunuchi’ dance service during the evening aarti of the goddess Durga.

Matrubhumi Pujan Upasana was held at more than 135 places during the year. The concluding programme was organised on 26 January 2023. About 200 members participated in this programme. Hon. Mr. Anil Nene and Hon. Sumedha Chithde, were the chief guests on this occasion.

Paper presentation in seminars / webinars / conferences / workshops

In Psychology

Sr.No.	Name of Presenters	Topic	Conference Theme	Organised by	Dates
1	Dr. Pranita Jagtap	Factors which made people resilient during the pandemic: A qualitative study	Building a Resilient and Responsible World: Emerging Trends in Psychology	32 nd Annual Convention of National Academy of Psychology, Ahmedabad University, Ahmedabad	3-5 March, 2023
2	Nilima Apte, Anushree Bodhale, Urmila Dixit	Aptitude Test and Career Guidance	Importance of Aptitude Test and career guidance- Research in Aptitude testing	MIT college Psychology Department, Lonikalbhor, Pune	26 March, 2023

Participation as a resource person in workshops / seminars / webinars / conferences / lectures

In Psychology

Sr.No.	Name of Resource Person	Topic	Workshop/lecture	Organised by	Dates
1	Dr. Anagha Lavalekar	Psychology in Corporate world	Webinar	National Human Resource Development Network	18 April 2022
2	Dr. Anagha Lavalekar	Communication skills	Lecture	Aurus Technology, Pune	4 May 2022
3	Sujata Honap	Multiple Intelligence by Gardner	Teachers' training workshop	EARC, JP	1 June 2022
4	Sujata Honap	Structure of Intellect (SOI), by Guilford	Teachers' training workshop	Navonmesh School, Chakan	7 June 2022
6	Sujata Honap, Prasanna Alone	Structure of Intellect (SOI), by Guilford and Crucial C's theory of emotional needs	Teachers' training workshop	Dnyanganga Vidyalaya, Shirur	4 November 2022
7	Prasanna Alone, Pallavi Kaslikar	Facilitation skills	Trainers' training workshop	Anand Shala, Vikasika prakalp, Harali, JP	7-8 November 2022
8	Sujata Honap, Prasanna Alone	Structure of Intellect (SOI), by Guilford, facilitation skills and observation techniques	Trainers' training workshop	Nagari Wasti Vibhag, JP	29-30 December 2022
9	Dr. Anagha Lavalekar	Self to society	Lecture	HCL Yuva Mela, Chennai	12 January 2023
10	Isha Kanhere	Relationship counselling	Lecture	Vidula Psychological consultancy	24 February 2023

In Sanskrit and Indology

Sr.No.	Name of Resource Person	Topic	Workshop/lecture	Organised by	Dates
11	Dr. Aaryaa Joshi	Importance of Shree Sukta	Lecture	Sakal Media Platform, Pune	22 October 2022
12	Chitra Chandrachud	Women Priesthood	Interview	Better India e-magazine	15 February 2023
13	Dr. Sujata Bapat and Mrs. Surekha Likhite	Thread ceremony	Somvanshiy Kshatriya samaj samuhik munj	Somvanshiy kshatriya samaj, Pune	2 December 2022
14	Dr. Manisha Shete	Bhagava Dhvaj (Saffron color flag)	Mandir tethe dhvaj	Math mandir sampark samiti, Pune	6 January 2023

Attended workshops / seminars / lectures / conferences

Sr.No.	Name of Attendee	Topic	Workshop/lecture	Organised by	Dates
1	Dr. Dhanashree Sowani	Faculty Induction Programme	Training programme	UGC-HRDC, SPPU, Pune	5 September – 4 October 2022
2	Dr. Pranita Jagtap	QUAL Friendly Mixed Methods Research	Webinar by APA		22 September 2022
3	Dr. Pranita Jagtap	Strategies to Enhance the Value of your Interpretative Phenomenological Analysis (IPA) Research	Webinar by APA		29 September 2022
4	Dr. Pranita Jagtap	"Back to the Basics: The Tenets and Procedures of Classic Theory"	Webinar by APA		13 October 2022
5	Dr. Pranita Jagtap	Crafting Phenomenological Research	Webinar by APA	University of Minnesota, USA	20 October 2022
6	Dr. Pranita Jagtap	Mentoring for Mental Well-being of youths	Faculty Development Programme	Department of Psychology, REVA University	2 nd to 8 th November 2022
7	Dr. Pranita Jagtap	Indigenous roots of psychology and the challenge of decolonizing the discipline	Webinar	Dr. Bedi's Research Lab at University of British Columbia and University of Delhi	23 March 2023

Publications

Articles

- 1) Sowani, D., & Kanhere, I. (2022). Stress Management in the Post-graduate classroom during COVID Pandemic. *AARHAT Multidisciplinary International Education Research Journal*, Vol. XI, (1)
- 2) Jagtap, P.R., & Tirthali, D. (2023). Tribal education during the pandemic: Can a neighbourhood school intervention be a bridge back to school? *Journal of Dialogues on Education*, 12(2), ISSN -2278-2435
- 3) Shete, M. (2023). Kurma in Indian culture. *Animals in Archaeology*, Vol. II

Academic Programmes

1) Post Graduate Diploma in School Psychology (Recognised by the Savitribai Phule Pune University)

Post Graduate Diploma in School Psychology is recognized by the Savitribai Phule Pune University. This one-year-long intensive diploma prepares students to acquire skills as a professional who can assess, facilitate, and counsel school-going children. They can guide school management, teachers, and parents for children's holistic well-being. In this academic year, 31 students were admitted to the course. This was 28th batch of this course. The uniqueness of this 28th batch was students had come from different districts of Maharashtra, such as Nanded, Yavatmal, Nashik, Nagpur, Mumbai, Thane, Sangli, etc. Educational background included psychology, education, ayurvedic medicine, personnel management, etc.

The academic year started late i.e., by the end of September. The course concluded in July 2023. During the year, following activities were planned.

Individual Testing: Students learnt to administer, score, and interpret various ability and personality tests. They were trained in administering, scoring, and interpreting Bhatiya's Battery of Intelligence Tests.

Group guidance: This year students' group guidance sessions were organised in DES secondary school on the topic of enhancing emotional intelligence in children. These sessions were conducted for 7th std. students studying in the morning and afternoon shift of the school. Students designed and conducted various games and activities to increase emotional awareness in children. They also helped the participants to identify emotions in others as well as the thoughts as a source of our negative emotions. The school children were made aware of how these emotions can be managed and channelized. The feedback was very encouraging. The diploma students got useful insights on working with children.

Individual guidance- Each student participated in three individual guidance cases referred for emotional, academic, or behavioural problems, under experts' guidance.

Other activities such as the exhibition of Psychological Tests and Books, Film Week, Thursday lecture series etc. helped students to understand their subject matter more deeply.

2) **Post Graduate Diploma in Psychology and Nurture of Giftedness (previously known as P.G. Diploma in Education of the Gifted: Methods and Strategies)**

This course aims at enabling students to identify and nurture and/or build resources to nurture high-ability individuals in society. This was the eighth batch of this course, for which eight students got admitted.

This year the structure of the programme was changed. Instead of eight compulsory and six optional courses, ten compulsory courses were designed.

The students of this batch were from various educational and work backgrounds, which made the class discussions enriching. Despite the varied backgrounds every one of them found the course very useful in their respective fields.

- The students conducted various awareness programmes related to identifying and nurturing abilities.
 - a. One of the programmes was conducted by three students for Govardhan Gurukul School for teachers and parents at Galtare, Wada Taluka near Thane.
 - b. The other workshop was conducted by three students for the parents of *Prajna Prabodhan Varg- Kishor gat* (An out of school enrichment programme for the students from 5th to 7th grade- this programme is run by the Potential Enhancement Section of JPIP). The parents were extremely satisfied by the way their queries were answered by the students.
 - c. The third workshop was arranged for teachers and principals of schools, and was conducted in July 2023.
- Though theory lecture were conducted online, throughout the year, the classroom environment was positively charged. The students were eager to learn and to apply what they learnt. The discussions in the class were enriched.

Feedback by one of the visiting faculty members

“आता सध्या मी एवढी अभ्यास, डेड लाइन्स, कॉलेजचं काम यात बुडाली आहे, की रोज मी स्ट्रेस मध्ये असते. त्यात मी आज लेक्चर प्लॅन केलं होतं. मला एकदा वाटलं चूक केली की काय अजून जबाबदारी वाढवून. पण नेहमी ह्या क्लासच लेक्चर झाल्यावर मला जे *satisfaction* मिळत ना, त्याला तोड नाही. खूप एन्जॉय करते मी ही लेक्चर्स.
Thank you once again for this opportunity.
I am learning beyond my course from JPIP due to this opportunity.”

Feedback by a student

“There is no reason to share but still...

*Few days back, I was interviewed by one of the schools in Pune, The *** School. The negotiation failed but we liked each other. The founder invited me for training her teachers, eventually I agreed. The topics could linger around Inclusive classroom, practical approach of teaching, how to facilitate thinking skills.*

It was a tough journey to plan the flow. I realised the discussion of neurological aspects of learning, differentiated classrooms, thinking skills Higher Order Thinking Skills played vital role in my deciding flow. Taking a demo lesson for half an hour and asking them to assess my demo lesson with the help of June Maker's model was inspired from JPIP's teaching while the techniques of facilitation were demonstrated in the class. In the workshop, teacher prepared micro teaching lesson and presented. There I experienced differentiation in assessment pattern. It was fun [but too exhausting] to conduct as a facilitator [where, I tried to speak less, discuss more as demonstrated in our giftedness course's classes].

What was my contribution, when I asked this question to myself. The answer was very clear. Neither I read any research papers nor any book. It was just a manifestation of what I learnt in a journey with you. I could relate all the topics originated from the discussion. The qualities seen were unknowingly copied from facilitators. The honesty witnessed through exit tickets and accepting views was injected by JP. So, nothing was mine. A change realized within was I became more conscious, aware, inclusive.

Happy to be a part of the course. It helped me to absorb and gulp from the company of learned. It is just a small expression but 'Thank you'.”

Workshops and training programmes arranged for students

Resource person	Topic
Dr. Savita Kulkarni, Amol Phalke, Dr. Deepak Gupte	Critical Thinking skills in Counselling
Prashant Divekar	Study vs. learning
Ragini Naik	Reading skills
Prashant Divekar	Information organization
Amar Paranjpe	Goal setting, planning
Dr. Savita Kulkarni	Study steps
Dr. Parag Mankikar, an Ashoka Fellow	Journey as a Change Maker
Dr. Sanjyot Deshpande	Basics of counselling Skills

Samvadini members- Dr. Mrunmayee Sathe, Anita Gurjar, Deepa Shende, Anjali Railkar	Sexuality trainers' training
Sujata Honap	CCDP trainers' training
Sharad Sunkar	Facilitation skills training
Dr. Chetan Sahasrabuddhe	Community of Enquiry
Mrinmayi Vaishampayan	Enhancing Creativity
Sapna Seth	Communication skills
Dr. Anagha Lavalekar	REBT training
Dr. Aakash Chowkase	Empathy, Compassion, and pro-social behaviour in classroom and Self-Regulation
Dr. Mridula Apte	Handling grief in children
Dr. Neelam Oswal	Mindfulness and Resilience in classroom
Urmila Dixit	Career Guidance
Asmita Dalvi	Stress Management
Mahendra Sethiya	Motivation building in the classroom
Samvadini members- GTBT team	Good Touch Bad Touch (GTBT) trainers' training
Dr. Ophelie Desmet	Underachievement in high ability and gifted: Concept and Management

This year, in addition to the regular curricular and practical work, students contributed to community-based activities in variety of ways.

- Twenty students took training related to the “Good Touch-Bad Touch” sensitization module. Of the 20, twelve students conducted sessions in various schools.
- All the students of the school psychology and three students of the N-Gift programme shouldered responsibility as co-facilitators in the Comprehensive Child Development Programme.
- Six students participated in a research project called ‘Saksham.’ The project aimed at ability enhancement of children, adolescents, and youth from the *Katkari* community, through various activities and classroom sessions.
- Eight students participated in the ‘Vikas Mitra’ project. The aim of this project was strengthening the quality of education in government schools in the Velhe taluka. The students administered various psychological tests to school children in remote villages in the Velhe Taluka as a part of the internal evaluation of the project.
- One student contributed to the study on socio-economic mapping of Velhe Taluka under the guidance of Dr. Ajit Kanitkar and Dr. Vivek Kulkarni.

❖ **Major events during the year:**

➤ **Varsharambh samarambh**

Varsharambh upasana was organised at the beginning of the academic year to help students gain insights regarding the purpose of education. The *upasana* (prayer) highlights the importance of self-cleansing and the larger goal for which they are going to acquire knowledge. After the *upasana*, students from the graduating batch were felicitated. The chief guest for this occasion was Dr. Sanjay Dhole, Director, Innovation, Incubation and Extension Centre, SPPU.

➤ **Felicitation programme**

Due to COVID, a formal completion programme could not be planned for students from the earlier two batches of both the courses (2019-20 and 2020-21). They were felicitated by Professor Emeritus, B.R. Shejwal, former head, Psychology department, SPPU. Students shared their learnings obtained in the course at the institute. They also narrated experiences of their work during the pandemic.

- On Women's Day, 'Safe Workplaces', an experiment in Marathi storytelling, was organised. Mr. Sandeep Mahajan alias Masahoor narrated story about sexual harassment at workplace and how to counter it. He explained the laws regarding it. The programme was organised on 25th March 2023. It was attended by students of both the diplomas along with other members of the department.

Alumni Meet - Alumni meet of School Psychology diploma students was arranged on 14th January 2023. Students from all the batches were invited. In all around 150 students from 27 batches were present. Four alumni namely Mrs. Malati Kalmadi, Mrs. Vaishali Deshpande, Mrs. Shubhada Pendharkar, and Mr. Abhay Thakar, who have contributed significantly to the education and psychology field, shared their experiences. They recalled and mentioned the course inputs and the faculty as their source of inspiration, and knowledge. **Passion, commitment, honesty, and 'nation first' attitude is what they got from Prabodhini.**

Dr. Ajit Kanitkar addressed the audience and described the reunion as a reunion of values, a reunion of like-minded individuals, reunion of what students-teachers learnt together. He appealed to the alumni to work for disadvantaged sections in society and bridge the gap. Dr. Anagha Lavalekar shared future opportunities to work with JPIP for these students. Teachers right from the first batch were invited and all were delighted to interact with each other. Current work profiles were shared, and a WhatsApp group was formed, where everybody can share various resources. Many alumni activities are planned for the next year including case presentations, study groups, and extending JPIP activities in various parts of the country.

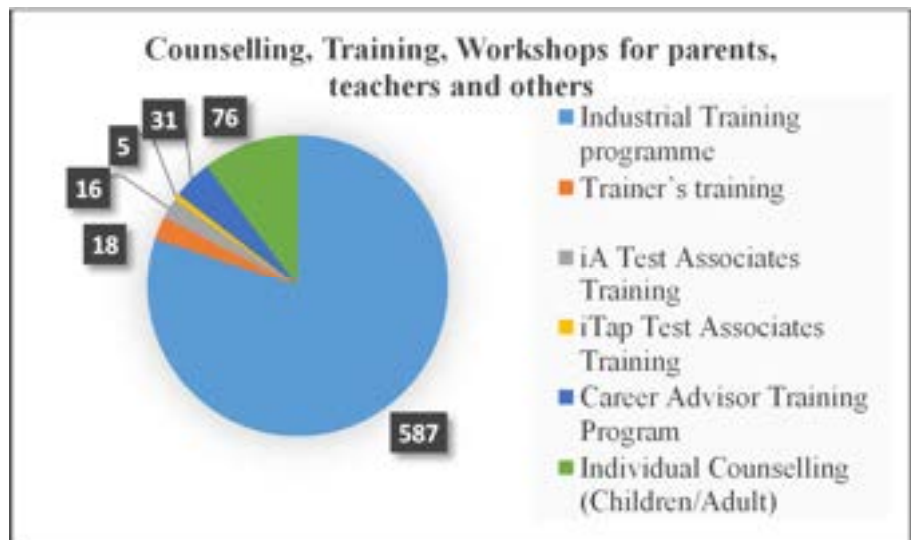
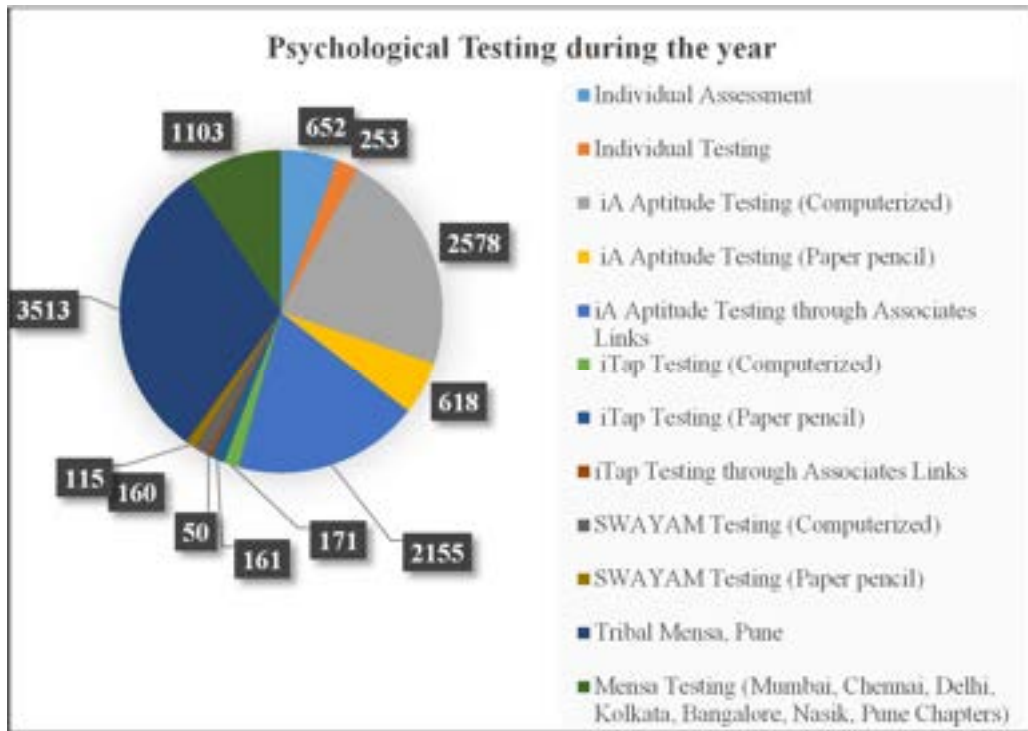
3) Child and Adolescent Psychology: Enhancing Potentials

This course is designed for teachers, doctors, counsellors, social workers, parents, or any professionals working with children and adolescents. It is a distance education programme of six months duration and runs twice a year. The aim of the course is to orient the participants to the various stages of child development, identify and enhance potentials and deal with the problems of children and adolescents. The course structure is divided into four modules- Module-I covers psychology of human potentials; Module-II elaborates on development in childhood and adolescence; Module-III speaks on the common difficulties and adjustments in childhood and adolescence while Module-IV includes practical in enhancing abilities.

In the year 2022-23, a total of 53 candidates enrolled, 36 candidates appeared for the exam, and completed the course successfully.

Overall feedback from the candidates was good. The course provided them with practical knowledge which they could apply in their respective professions or while bringing up their own children.

Extension Activities



Donors List

Donations Under Section 35(1)(iii) of the Income Tax Act

Name	Amount in Rs.
Ramkumar Hiralal Rathi (HUF)	50,00,000.00
Tarachand Ramnath Seva Trust	48,09,037.00
Asha Suhas Gogate	10,00,000.00
Subodhan Engineers (Pune) Pvt. Ltd.	10,00,000.00
Vasant Gopalrao Pendharkar	5,00,000.00
M/s. Prabodh Artha Sanchay	3,00,000.00
Prabodh Artha Sanchay Pvt. Ltd.	3,00,000.00
Prabodh Sampada	2,76,000.00
Ajit Narayan Kanitkar	2,00,000.00
Prabodh Artha Wardhini Pvt. Ltd.	1,80,000.00
Nandkumar Narayan Kanade	1,44,000.00
Sharad Dattatraya Tambe	1,00,000.00
Sadashiv Vaze	64,000.00
Prabodh Nirman	60,000.00

Name	Amount in Rs.
Sujata Adesh Gokhale	53,000.00
Lata Madhav Godbole	50,000.00
Laxmiprasad Lavalekar	50,000.00
Vinaybala Mehta	50,000.00
Anagha Lavalekar	41,000.00
Narendra Ambadas Kale	30,000.00
Manasee Hemant Rajhans	25,000.00
Shamangi Deshpande	25,000.00
Indrani S. Sathe	21,000.00
Gajanan Gokhale	15,000.00
Mandar Yashwant Chandrachud (HUF)	10,000.00
Meera Subhash Pimplaskar	10,000.00
Vinayak Mulay	5,000.00
Total	1,43,18,037.00

Donations Under Section 80(G) of the Income Tax Act

Name	Amount in Rs.
Bajaj Finance Ltd.	30,00,000.00
Shri. Vithalrao Joshi Charitable Trust	24,00,000.00
Rohan Builders Dev. Pvt. Ltd	16,00,000.00
ADM Foundation	11,00,000.00
Satish Khare	51,000.00
Vinayak Godbole	51,000.00
Sandhya Ganesh Khasnis	37,000.00
Shamangi M. Deshpande	36,000.00
Pradeep Deo	30,000.00
Suresh Dandekar	30,000.00
Ganga Education Society	27,200.00
Animesh Chandurkar	25,000.00
Shubhada Dhalewadikar	25,000.00
Shalmali Patkar	21,000.00
Sameer Haldavanekar	20,001.00
Asha N. Iyer	20,000.00
Prerana Karulkar	16,000.00
Anjali Kulkarni	15,001.00
Prasanna Yeshwant Kotulkar	15,000.00
Samir Gurudutt Manel	15,000.00
Vivek Tuljapurkar	15,000.00
Rahul Nagesh Karanjikar	10,000.00
Sachin Deo	10,000.00

Name	Amount in Rs.
Balbhim Mandir Trust	11,111.00
Atul Bhatkalkar	11,000.00
Girish Goray	11,000.00
Raghunath Joshi	11,000.00
Suhas Prabhu	11,000.00
Uma Vishwanathan	11,000.00
Vanita Ambike	11,000.00
Amul K. Kulkarni	10,101.00
Sameer Divgi	10,001.00
Sandhya Anant Sheode	10,001.00
Anand Kulkarni	10,000.00
Arun Lele	10,000.00
Ashwini Virji	10,000.00
Bhavna Shastry	10,000.00
Dhanashree Atul Sowani	10,000.00
Dr. Arun Bapat	10,000.00
Girish Joshi	10,000.00
Kamalakar M. Raste	10,000.00
Kanchan P. Katdare	10,000.00
Kaveri Vij Designer	10,000.00
Makarand M. Kolaskar	10,000.00
Aditi Vaidya	5,000.00
Alpana Dange	5,000.00

Name	Amount in Rs.
Sameer S. Gandhi	10,000.00
Sheila Kanungo	10,000.00
Shivani Pandya	10,000.00
Shreya Garg	10,000.00
Shrikant K. Bapaye	10,000.00
Smita Soman	10,000.00
Sumedh Acharya	10,000.00
Surekha Divekar	10,000.00
Vishwas Bandal	10,000.00
Sushila Dinesh Pande	9,000.00
Rupali Deshmukh	8,000.00
Sujata A. Gokhale	8,000.00
Sunita Phadke	7,701.00
Devendra Chauhan	7,500.00
Aniruddha Sarwate	7,001.00
Nitin Kute	5,702.00
Parvati Halbe	5,700.00
Sanjeev Karandikar	5,700.00
Shubhangi N. Patwardhan	5,500.00
Dhairyasheel Nimbalkar	5,250.00
Punit Bhat	5,111.00
Raveendra S. Godbole	5,111.00
Vivek Surange	5,100.00
Ameet Phadke	5,001.00
Amit Parasnis	5,001.00
Apoorva Kulkarni	5,001.00
Chaya V. Kulkarni	5,001.00
G. Padmanabhan	5,001.00
M.V. Shriniketan	5,001.00
Madhavi Ponkshe	5,001.00
Mandar Gyan	5,001.00
Mohan Anant Oak	5,001.00
Rashmi Prabodh Tipnis	5,001.00
Nikhil Jadhav	5,001.00
Nilima Motlag	5,001.00
Sarita Parab	5,001.00
Ravi Kamat	5,001.00
Rohan Ravindra Soman	5,001.00
Sameer Dhananjay Karulkar	5,001.00
Surekha Kadapa	5,001.00
Suruchi Dhavale	5,001.00
Vinayak Khare	5,001.00
Abhijeet Nadkarni	5,000.00
Abhijit Patwardhan	5,000.00
Aditi Gokhale	5,000.00
Shekhar Pimpalkhare	5,000.00
Shirish Kumar	5,000.00
Shreeniwas Renavikar	5,000.00

Name	Amount in Rs.
Amita Singh	5,000.00
Amol Tambe	5,000.00
Anjali Adkar	5,000.00
Arun Madhukar Apte	5,000.00
Ashok Ashtekar	5,000.00
Ashwini Phadke	5,000.00
Ashwinikumar Pandit	5,000.00
Beena Mandrekar	5,000.00
Datta Korgaonkar	5,000.00
Deepak C. Sathe	5,000.00
Devayani Shukla	5,000.00
Dhanashree Modak Balan	5,000.00
Gauri Soman	5,000.00
Narendra Godse	5,000.00
Gopal Damodar Marathe	5,000.00
Greeshma Manjal	5,000.00
Harshad Nanal	5,000.00
Hemant L. Kozarekar	5,000.00
Sampath Iyer	5,000.00
Jyoti J. Kulkarni	5,000.00
Soudamini Kale	5,000.00
Kavita Ambekar	5,000.00
Madhav Joshi	5,000.00
Madhumalati Damle	5,000.00
Madhura Bhatkhande	5,000.00
Mandar Mungee	5,000.00
Neha Jayant Nalawade	5,000.00
Mrudula Damle	5,000.00
Nandkishor Bhujbal	5,000.00
Nilesh Gohad	5,000.00
Nishigandha Mogal	5,000.00
Nitin Dhond	5,000.00
Parag Uday Modak	5,000.00
Pradnya Vaidya	5,000.00
Pramod Ranade	5,000.00
Prashant Padmakar Kavi	5,000.00
Preeti Chandrachud	5,000.00
Priyadarshan K. Aras	5,000.00
Pushkar Lele	5,000.00
Rajendra R. Ranade	5,000.00
Rupali Marathe	5,000.00
Rupali Pathak	5,000.00
Sandeep Donde	5,000.00
Santosh Chiplunkar	5,000.00
Santosh Kelkar	5,000.00
Sanket Tadphale	3,001.00
Arundhati Bapat	3,000.00
Deepesh Kogje	3,000.00

Name	Amount in Rs.
Shriniwas Inamati	5,000.00
Shubhada Ranade	5,000.00
Sitaram Kandi	5,000.00
Sonali Kamlesh Marathe	5,000.00
Subhash Deo	5,000.00
Suvarna Apte	5,000.00
Uday Wad	5,000.00
Urvashi Adhye	5,000.00
Vijaya Subhash Pitre	5,000.00
Virendra Vanatwala	5,000.00
Vishrut Sathe	5,000.00
Vishvanath Pethe	5,000.00
Dr. Jyoti Khandekar	4,075.00
Ashwini Deshpande	4,000.00
Jaydeep Vipradas	4,000.00
Axar Digital services Pvt. Ltd.	3,600.00
Dilip Advani	3,100.00
Aditya Ravindra Joshi	3,001.00

Name	Amount in Rs.
Dr. Devendra Kulkarni	3,000.00
Janhavi Deoskar	3,000.00
Kiran Anant Deodhar	3,000.00
Neeta Shrirang Supnekar	3,000.00
Pallavi Kaslikar	3,000.00
Pallavi Tamhankar	3,000.00
Shree Tipre	3,000.00
Subodh Dabke	3,000.00
Sunil Gajanan Nanal	3,000.00
Vaishali Bhide	3,000.00
V.A. Kulkarni	3,000.00
Vandana Lalit Karnik	3,000.00
Vineet Karandikar	3,000.00
Vyankatesh Khataokar	3,000.00
Wealth Raised to N	3,000.00
*Below Rs.3,000/-	21,82,409.00
Total	1,16,44,997.00

Donations (Foreign Contributions - FCRA) of the Income Tax Act

Name	Amount in Rs.
Kyeema Foundation Ltd.	4,44,000.00

* There are many donors whose individual contribution is below Rs.3,000/-. We thank each one of them for their donation to JPSS.



**510 Sadashiv Peth, Pune-411030,
Maharashtra
Phone - (020) 24207000, 24207100
Email - jps06@gmail.com**

**Donations to JPSS are exempted
under section 35(1)(iii) for 100% and
under section 80(G) for 50%.**