



Criterion VII: - Institutional Values and Best Practices

India, rich in resources and diversity, possesses a vast human potential ranging from traditional craftsmanship to advanced technological capabilities. The challenge lies in identifying, nurturing, and maximizing this talent pool. Many talents remain untapped, risking misdirection without proper guidance, potentially hindering national progress. Our Founder Dr. V. V. alias Appasaheb Pendse, through Jnana Prabodhini, envisioned cultivating talents scientifically. With a foundation in psychology, he developed teaching methodologies to mold a new generation of leaders. We believe that an educational institution must adapt to changing national and global contexts, addressing emerging challenges and social responsibilities for development. This impact is reflected in the programs, activities, and values; our institute integrates, serving as a measure of its quality.

Every institution must address pressing issues like gender equity, environmental sustainability, inclusiveness, and professional ethics uniquely, facing and resolving internal pressures in the process. Institutions develop distinctive attributes through internally evolved best practices, enhancing functioning and impact over time in academic, administrative, or organizational aspects.

Over a period of time, due to unique ways of functioning our institute has developed distinct characteristic which has become our recognizable attribute

7.1 Institutional Values and Social Responsibilities

The institution organizes gender equity promotion programs. The institution displays sensitivity to issues like climate change and environmental issues. It adopts environment friendly practices and takes necessary actions such as – energy conservation, rain water harvesting, waste recycling (solid/liquid waste management,), green practices etc. The

institution facilitates the differently abled (Divyangjan friendliness), explicit concern for human values and professional ethics etc. In other words, the concerns for social responsibilities as well as the values held by the institution are explicit in its regular activities.

7.1.1 Gender Equity and celebration of days of National / International commemoration

Measures initiated by the institution for promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during last 5 years

The organization supports and facilitates Gender equity in different ways. It Practices equal wages practice for men and women of similar job responsibilities. It has a POSH committee which is active and updates the records every year. It spreads Gender equity messages through many of its research and extension programs. It has undertaken women focused studies in a sizable number in last 25 years naming a few as - Women Leadership, Womens' Quality of Life, Work Life balance of Women Medical professionals, Impact of Feminist ideology on Quality of Life of women in Maharashtra, are a few of them.

Special days of National / International commemoration like International Women's Day, etc are celebrated along with Indian traditional days for celebrating womanhood- like the Navaratri and Birth anniversary of Late Krantijyoti Savitribai Phule in association with the Parent organizations Women wing- Stree Shakti Prabodhan.

7.1.4 Institutional efforts / initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens.

JPSS- JPIP is an organization committed to the responsibilities and guidelines put forth by the constitution of India in context of inclusivity of tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and sensitization of students and employees.

It has never denied admission / employment opportunity based on any of the above-mentioned criteria. It has encouraged the multiplicity of cultural, regional and socio-economic diversity in selection of students as well as employees and associate members.

JPSS has people with varied backgrounds and is proud to have extended its research outcomes to different parts of the country to people from all these backgrounds. JPSS runs a social studies group which actively conducts discussions/ seminars on issues of national importance in the mentioned areas. Some representatives of the institute have conducted studies on the educational status of minority women and presented it in the research review meets. JPIP members actively participate in the special purpose group for national integration organized informally by the parent institute- Jnana Prabodhini.

Students and employees are encouraged to attend the main national festivals/ pride days – 15th August and 26th January followed by a lecture on national issues.

7.2 Best Practices

Any practice or practices that the institution has internally evolved and used during the last few years leading to positive impact on the regular functioning of the institution can be identified as “best practice/s”. These are not any activity prescribed by some authority. At some point in time the institution evolves some innovation or a change in some aspect of functioning. This practice is relevant mainly within the institution at a given point in time. It could be in respect of teaching learning, office practices, maintenance and up keep of things or dealing with human beings or money matters. But adopting that practice has resolved the difficulty or has brought in greater ease in working in that aspect. In brief, these ‘*best practices*’ are relevant within the institutional context and may pertain to either academic or administrative or organizational aspects of institutional functioning. Two of our Institute’s Best Practices are “Work report system in written and oral manner “and “Internal quality improvement meetings”

7.2.1 Two best practices successfully implemented by the Institution

Title of the Practice 1: Work report system in written and oral manner

Objectives of the Practice:

To inculcate the habit of timely reporting of the tasks accomplished against the set objectives / goals. To encourage brief yet meaningful reporting for the consolidation of total work done in a stipulated period.

The Context:

Considering the varied responsibilities of the employees (both permanent and contractual research staff) a system of detailed work report submission was felt necessary for the consolidation of total work done in a stipulated period. It helps in revisiting the short and mid-term goals of every section/ activity and the institutional leadership can modulate policies / work schedules based on the information received through this reporting.

The Practice:

These reports are submitted by every full/ part time member (both permanent and contractual research staff) every 15 days and last day of month using a Google form. Along with that a monthly face to face / online meeting is scheduled on every second Monday of the month for verbally sharing the progress of work which is attended by minimum 80% of the members and the section heads. A detailed report is prepared based on the data received through this meeting and records are kept for preparing the final annual report to be submitted to the university.

Information submitted through the Google form is used to make people aware about their speed and quality of work and further discuss the measures to be taken for improvement in the same.

Evidence of Success:

These regularly held monthly meetings and fortnightly report submission have helped in sensitizing the members/ employees about the need of timely reporting for enhancing performance. Every submission in last three years is available in excel form for each member and in cumulative form. The monthly reports are also preserved and sent to the office of the Chairperson of the Organization regularly through mail. These meetings have raised pointers like training needs, interdepartmental cooperation and collaborative work in many tasks. All of which is documented and preserved.

Problems Encountered and Resources required:

The primary challenge faced during meeting attendance is the unexpected involvement in urgent tasks at the scheduled meeting time. Additionally, occasional official leaves lead to temporarily unreported work for some members. However, these issues have not posed significant difficulties thus far.

Title of the Practice 2: Internal quality improvement meetings (For Researchers, Students and all the staff members)**Objectives of the Practice:**

To Improve the Internal quality of the organization leading to better performance of the staff and students in research and allied activities.

The Context:

Internal quality is a very crucial aspect in the progress of any organization. Planned efforts need to be done to help employees learn new and time relevant soft and hard skills which can contribute to overall output continuously. JPIP being an organization completely based on self-support for financial stability, members need to put themselves to the challenges of increasing financial demands for survival and thus improve upon the knowledge, skills and methods for income generation with quality outputs. Also, as a PhD research center JPIP needs to be updated in the research methods and contemporary topics in psychology as put up in the future plan of the organization as a whole.

The Practice: To meet the above requirements two meetings are held regularly every month. A researchers' meeting caters to the latest methodological aspects in research and also triggers discussions about the proper implementation of the research output for betterment of the society. New Topics are listed and pursued for sending proposals to various funding agencies after they are scrutinized and approved by the research Advisory Committee. Every year around 4 to 5 proposals are sent to agencies for funding and some projects are self-funded.

Along with it an internal quality enhancement training meeting is regularly held every month which helps staff build their personality and organizational skills and attitudes. It includes exposure to life skills, necessary technical updation, build expressional channels etc. The

attendance for all these meetings is recorded and follow up / feedback system is implemented for sustaining the impact of both the meeting.

Evidence of Success: These meetings have been largely useful to raise the interest and scope of employees in research as well as implementation programs. Their documentation and analytical skills have improved reflecting in research articles publications and effective handling of major projects as teams.

Problems Encountered and Resources required: The primary challenge faced during meeting attendance is the unexpected involvement in urgent tasks at the scheduled meeting time. Additionally, occasional official leaves lead to temporarily unreported work for some members. However, these issues have not posed significant difficulties thus far.

7.3 Institutional Distinctiveness

Every institution would like to be recognized for certain of its attributes which make it '*distinct*', or, one of its kinds. Such attributes characterize the institution and are reflected in all its activities in focus and practice.

JPIP is one of the few institutes in India devoted to applied research in Psychology. Savitribai Phule Pune University recognizes the institute as Research and Ph. D. center since 1980. The research institute is also recognized by the University Grants Commission,

Jnana Prabodhini's Institute of Psychology (JPIP) is a sister concern of Jnana Prabodhini Sanstha and is a part of Jnana Prabodhini Research Institute. '**Identification and nurturance of human potentials for a social cause with a foundation of research**' is the aim of the institute. The work of the institute is spread on national and international level, and has reached people at various levels in India as well as abroad.

We offer exclusive Post Graduation Diploma courses, a rarity among Indian institutes. Our curriculum emphasizes Developmental Psychology, aiming to enhance & utilize existing strengths in individuals.

It has also undertaken interdisciplinary researches with humanities, languages, health Psychology, physical sciences, and managerial sciences. Some important government and non-government agencies which have supported JPIP for research projects are- UGC, NCERT, DST, SCERT, ICSSR, SRTI, TATA TRUST, NCY, MSWC, University of Utrecht- The Netherlands. **JPIP is one of the unique institutes in India which is completely devoted to applied research in psychology with a huge team of experts in the field working together zealously.**

JPIP is known for:

- Social and applied orientation while taking up research projects.
- Encouragement to new concept development and root level research at micro and macro level.
- Interdisciplinary topics, blending of quantitative and qualitative methods.
- A leading advanced Research Institute in India in the field of Psychology and Education
- Engaged in research, teaching, training, guidance and counseling, human resource development initiatives and research consultancy for more than 40 years
- Made significant contributions in identification and nurturance of human abilities
- Based on the research in psychometrics, **JPIP has developed 120 tests for measuring 120 factors of intelligence given by Prof. Guilford** and many more other tests.
- Provides a good quality, application-based education

The main research areas include

- Human intellect and abilities (emotional/behavioural intelligence, Guilford's model,
- school & educational psychology (reading/study skills, school atmosphere, creativity, parenting)

- Indian Psychology
- Human diversity
- Sexuality education and self-regulation
- Gender studies
- Defence psychology
- Social Psychology, Psycho-Social climate
- Quality of Life, Well-being, Positive mental health

Seminars and Conferences held at JPIP so far:

- IQ Controversy: (A National Seminar): January 1988
- Nature and Nurture of Intelligence (at the occasion of First Indian Mensa Meet (IM) : January, 1993
- Identification and Nurture of Intelligence (8th conference of Marathi Manas - Shastra Parishad): January, 1994
- Thesis writing and evaluation: 1999
- National Seminar on ICIT Testing and beyond: 2005
- Concept of Intelligence in Modern Psychology: 2008
- Specialties of boarding Students: 2008
- Intelligence (Concept of development): 2008
- National Seminar on 'ICIT Testing and Beyond': 2010
- Beyond Horizons (Giftedness in 21st Century): 2013
- National seminar on Quality of life: concept, measurement and enhancement: 2017

Workshops are regularly conducted on:

- Development of research proposals in Psychology and Education
- Research Methodology in social sciences
- Orientation towards Psychological Testing
- Day to day application of psychology for laypersons
- Identification and nurturance of high ability children
- Comprehensive and continuous development of children between 7-12 years.
(Trainers Training)

The research institute is also recognized by the University Grants Commission, and state government. JPIP is applying the outcomes of this research to various strata of the society by providing its services through all the strata of society through its six verticals/ subsections.

1. Psychometric Department
2. Human Resource Development Unit
3. Aptitude Test and career Guidance Department
4. Potential Enhancement Services (PES)
5. Individual Guidance and Counselling
6. Academics

Website: <http://www.jpip.org>

7.3.1 Performance of the Institution in one area distinctive to its priority and thrust

The main area of JPIP has been Identification and nurturance of abilities for social change.

Table given below portrays the performance of the institute in the given area.

Vertical	Description of work	Outcome	Impact
<p>Academics</p> <p>Few applied courses which are either autonomous or recognized by SPPU are run under this subsection</p>	<p>* Post Graduate Diploma in School Psychology</p> <p>JPIP pioneered in starting the Post Graduate Diploma in School Psychology in 1993. This is one of the rarest courses in School Psychology in India. It not only focuses the remedial or curative work with students but aims all-round development and well-being of students. (recognized by Savitribai Phule Pune University - SPPU).</p> <p>* Education of the gifted: methods and Strategies</p> <p>Acknowledging the need to spread awareness in this regard and train personnel in this field, another specialized course was</p>	<p>Over 700 students have completed this practically orientated course and are contributing to the area in the capacity of Principals, Counselors, School Psychologists, Teachers, and Consultants.</p> <p>This advanced diploma is immensely helpful for teachers, counselors and parents willing to work for identification and nurturance of different abilities and talents in children and adults. Over students have completed this practically</p>	

	<p>designed that deals with the education of high ability individuals. This was sanctioned by UGC as innovative course and is recognized by SPPU</p> <p>* Child and Adolescent Psychology - Enhancing Potentials</p> <p>Sensing the need for training in basic child psychology, an autonomous correspondence program was designed for psychology as well as non-psychology professionals, This course contains the basics of cognitive psychology, physical and psychological development, common adjustment issues and difficulties related to the age group of 0 to 16 years.</p>	<p>orientated course and are contributing to the area in the capacity of mentors, teachers and consulting professionals for enhancement of high ability students.</p> <p>This course is proving helpful for teachers, doctors, lawyers, social workers/ individuals working in NGOs related to children and adolescents, parents and grandparents too. . Over students have completed this practically orientated course and are contributing to the area in the capacity of mentors, teachers and consulting professionals for child and adolescent development</p>	
Research	<p>JPIP has a robust history in researching ability identification and nurturance, completing 20 major and 40 minor</p>	<p>More than 20 major and 40 minor research projects have been undertaken under this area by JPIP in last 40+ years. A research volume dedicated to the</p>	

	<p>projects. The initial milestone involved constructing 120 tests based on Dr. J. P. Guilford's Structure of Intellect (SOI) model. Over 250 tools have been developed for diverse research purposes, spanning a wide age range (3 to 75 years) and various socio-economic-educational-cultural backgrounds. JPIP excels in providing research guidance for individuals and institutions, including doctoral and consultancy support in ability mapping and comprehensive research project design and implementation.</p>	<p>compilation of the same has been published in the National conference on Giftedness organized by JPIP in 2012. Also more than 50 research articles of JPIP researchers have been published based on this area in reputed international and national journals. More than 40 PhD studies have been completed referring to topics under it. Development and standardization of some ability mapping tests has been completed : Design Aptitude test, Emotional Intelligence test, Mental Ability test Battery for Children and Adults etc.</p>	
<p>Ability mapping</p>	<p>In the prevailing education system, objective assessment of abilities is considered very important. It also needs to be beyond the academic achievement parameters. So that it helps in mapping the overall ability profile in middle school and then help a student to choose a</p>	<p>Shishu Prajna: Indian child intelligence Test Mental ability tests Prajnya Man Kasoti mala Vyaktitwa Shodhika</p>	

	<p>stream after std. 10th. and 12th. JPIP has developed a variety of such tools for different age groups which include intelligence, personality and aptitude mapping as per age needs. Almost more than 5000 students of different age groups across the state take benefit of these tests for their educational guidance in different ways.</p>	<p>iA-Intelligence and Aptitude Test</p> <p>iTAP-Intelligence, Adjustment and Personality Test- Beneficial for students of Std. 7th, 8th and 9th</p> <p>AIP- Adult intelligence profile mapping battery</p> <p>SWAYAM Test - Studies and Work-related Aptitude in Youth – Advanced Measurement. Beneficial for Graduates, Post Graduates and working individuals.</p> <p>BEAM- Battery of Entrepreneurship Aptitude Measurement- Beneficial for students of Std.12th onwards, working individuals who wish to become entrepreneurs, transition from regular job to startups</p>	
<p>Ability enhancement</p>	<p>JPIP believes in the application of research in diverse fields for attaining social change. PES is an honest effort in the same direction.. The research regarding the nature of intelligence is applied</p>	<ul style="list-style-type: none"> • Programs for Ability Enhancement: • Comprehensive Child Development Program (Vacation Camps for children aged 7 to 12, covering 6000+ children 	

	<p>here, for the students of age from 7 to 12 years. Later the development program extended to adolescents, parents, and teachers as well. It mainly focuses on the enhancement of cognitive and socio-emotional abilities through various training modules. The programs organized are given in our service list</p>	<p>in the last 15 years)</p> <ul style="list-style-type: none"> • Continuous Comprehensive Child Development Program (Year-round activity sessions for children aged 7 to 12, covering 500+ children in the last 10 years) • Prajna Prabodh (Yearly program for high ability children focusing on cognitive, emotional, language, and creative development since 2017) • Prajna Maitra (Support group for parents of high ability children, ongoing since 2015) • Sujan Palakatva (Parenting with awareness) - Parent training sessions • Trainers' Training Program (Twice-yearly program enhancing facilitation skills, covering 600+ trainers in the last 20+ years) 	
<p>Ability related counseling</p>	<p>There are many reasons leading to different psychological problems in</p>		

and nurturing	students of different capacities : such as lack of concentration, lack of interest in studies, scholastic backwardness, learning difficulties, examination phobia, adjustment in school environment, behavior problems etc. Many times, parents are unable to understand the reason behind these behaviors. JPIP guides such students with the help of standardized psychometrics assessment.		
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