

# JNANA PRABODHINI SAMSHODHAN SANSTHA

## ANNUAL REPORT

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## 2023-24

510 SADASHIV PETH,  
JNANA PRABODHINI BHAVAN,  
PUNE - 411030

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*Year 2023 - 2024*

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Shri. Vivek Sawant

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<b><i>Sanskrit Sanskriti Samshodhika</i></b>	<i>Dr. Manisha Shete</i>

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

**Report for the year  
2023-2024**

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**Jnana Prabodhini Samshodhan Sanstha (JPSS)**

**Report for the Year 2023–2024**

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**Jnana Prabodhini Samshodhan Sanstha**  
**Annual Report**  
**2023-24**

**Introduction**

2023-24 was another eventful year in which all our researchers and staff members were engaged in multiple activities. I am happy to present a detailed account of those programmes and activities in this annual report.

A few activities deserve a special mention. Under the New Educational Policy (NEP), colleges are mandated to offer a variety of educational courses in vocational, life skills and other disciplines in addition to the main degree curriculum. JPIP's teaching team offered a credit course for students of a college in Pune. The title of the course was 'Learning to Performing.' The objective of the course was to prepare college going students in transition from campus life to a professional career. Students who participated in this course found the content useful. We propose to develop at least five new courses and offer those to the student community in different colleges in the academic year 2024-25.

During the year, JPIP team extended its psychometric testing, counselling, and guidance activities to three states. In collaboration with Centre of Excellence in Alternative Care, India, and UNICEF, in Chhattisgarh, we conducted aptitude tests for 134 school students. A team of psychologists visited Chhattisgarh to administer these tests. Similar assignment was completed in the remote districts of western Arunachal Pradesh in the Tawang region. In collaboration with the forward base units of the Indian Army, more than 110 students appeared for aptitude tests followed by career guidance sessions. In Ahmedabad, Gujarat, 4,765 students from four schools participated in the project 'Good Touch Bad Touch 360<sup>0</sup>'. Our learning has been that such educational services are very much needed for students in all parts of the country and especially in remote areas. JPSS would continue to reach out to such regions.

The Ph. D. centre at JPSS's Institute of Psychology affiliated to the Savitribai Phule Pune University (SPPU) has currently 21 students enrolled. The Ph.D. scholars are at various stages of completion of their theses. Some of them participate occasionally in the research and extension activities of JPSS to gain practical experience and exposure to the field. A separate list of research scholars and their topics of theses is presented in later pages of this report.

During the year, A MoU was signed with Santulan ved e.v. of Germany. Under this collaborative project titled "*Effect of Santulan Om Meditation (SOM) Program on Psychological Wellbeing, Resilience, and Quality of Life: A Cross-cultural Study of Healthy Youths and Adults*", JPIP team has been mandated to evaluate the impact of the intervention.

The evaluation framework was discussed after a series of interactions with the research team of Santulan.

Sanskrit Sanskruti Samshodhika (Santrika) in the preceding year had celebrated the 75<sup>th</sup> year of India's independence in a unique way. Coinciding with the consecration of SriRam temple at Ayodhya, a unique exhibition was held for three days during 20-22 January, 2024. One of the well-wishers of Santrika, late Dr. G. N. Sathe had donated his personal collection of over 1800 books on Ramayan about 20 years ago. These books were displayed in an exhibition in Jnana Prabodhini for three days. Some of the books are rare manuscripts. These were displayed for the first time. Over 2500 citizens visited the exhibition. Three lectures and a few other activities were also planned. As a result of this exhibition, several young researchers in Sanskrit and Indology got connected to JPSS's work. Some of them expressed interest to refer to these books for further research and study.

Many of JPSS's researchers were invited as resource persons in national conferences and workshops. A few of them also published research papers in accredited journals. A detailed list is presented in this report.

On a concluding note, we welcome Prof. Mahendra Sethiya, as a new Vice-Chairman. Prof. Sethiya being selected as Secretary of Jnana Prabodhini in January, 2024 is ex-officio Vice-Chairman of JPSS as per provisions in the constitution of both the trusts. We are grateful to Prof. V.S./Subhash Deshpande, the outgoing Vice-Chairman for his guidance to JPSS for over twenty years.

Our sincere thanks and gratitude to all members of the Research Advisory Committee and the Institutional Ethics Committee. They gave valuable time, reviewed research proposals, and offered feedback to our researchers in sharpening the research proposals.

We are grateful to our donors and well-wishers for generous donations they made to JPSS. During the year, we reached out to many individuals and institutions, explaining to them the expansion plans of JPSS and need for additional financial resources. Many of them responded to our appeal. A separate list of all donors is provided at the end of this report.

Our sincere gratitude to all our well-wishers in the educational and administrative departments of the Savitribai Phule Pune University, philanthropic foundations, officials in the government and executives in the corporate social responsibility (CSR) programmes. We very much appreciate their support to many initiatives of JPSS. We resolve to dedicate ourselves to achieve the mission of JPSS with full involvement of all our colleagues.

Dr. Ajit Kanitkar  
Secretary

July 21, 2024. *Gurupournima*

## Research Projects Completed

### In Psychology

#### 1) Continuous capacity building programme for tribal community children, adolescents and youth (*Saksham*)

The '*Saksham*: Child and Youth Ability Building Program' aims to uplift the *Katkari* community in Pune's Mulshi block by focusing on mother and child health, nutrition, education, and livelihood. The project spans two years and targets young adults, children aged 8-15 years, and their parents across 15-20 villages near Male Village. Key objectives include capacity building of local youth as change agents, comprehensive child development through cognitive and socio-emotional programmes, and facilitation of youth for accessing government schemes and opportunities.

The project is implemented by a 15-member team overseeing various aspects like project management, coordination, facilitation, content development, and data analysis. Sessions are designed to enhance cognitive, social, and emotional skills among children through structured activities that include prayer, brain gym exercises, interactive learning tasks, and feedback sessions. Nutritious meals are provided to aid concentration, while academic and creative activities bolster educational outcomes.

Challenges such as low attendance, parental resistance, and economic pressures are acknowledged, influencing adjustments in programme delivery. The initiative integrates elements from the National Education Policy 2020, promoting holistic development and critical thinking skills. Significant improvements are noted across several parameters including creative and logical thinking, decision-making, communication, and memory skills among children.

The programme also focuses on empowering *Katkari* youth through skill development and socio-emotional enrichment, fostering leadership and community engagement. Challenges like high dropout rates and socio-economic barriers are addressed through targeted interventions, advocating for legal empowerment, educational support, and vocational training opportunities.

In conclusion, '*Saksham*' endeavours to empower the *Katkari* community by nurturing its youth and children, fostering resilience, and promoting sustainable development through integrated educational and socio-emotional initiatives.

**Principal Investigator:** Sujata Honap  
**Research Assistant:** Prasanna Alone  
**Funded by:** Rohan Builders Dev. Pvt. Ltd.

**Project Coordinator:** Poonam Hajare  
**Duration:** 2 Years

## **2) Addressing the issue of loss of learning among the rural students through supplementary inputs – *Vikasika* Programme implemented at the Harali centre of Jnana Prabodhini**

The Harali centre has been conducting *Vikasika* project for rural underprivileged children in class 1 – 5 for the past two years. This year the project was executed in 8 villages for about 300 students. Foundational literacy and numeracy (FLN) are the focus areas for class 1-2 students with special emphasis on making the curriculum locally relevant. For class 3-5 students, a new approach was tried this year which entailed more emphasis on language and thinking competencies (observation, expressing own opinion, interviews, measurement etc.) through specially designed activities and games. Use was also made of the Audio-visual content developed by Educational Resource Centre of Jnana Prabodhini. The students enjoyed doing the activities and hence were gainfully engaged throughout the year. Special activities during the festivals such as Independence Day, Ganeshotsav, Diwali saw enthusiastic participation of the children.

At the core of the *Vikasika* Project is the team of local facilitators, mostly young married women with a willingness to do something useful. Hence, a lot of importance is given to their continuous training and capacity-building. Apart from the annual training at the beginning of the academic year, regular training sessions were conducted throughout the year. Many experienced teachers and subject experts worked with the facilitators to enhance their classroom skills, assessment methods etc. Weekly meetings are an important feature of the programme. These are used for training, capacity-building, sharing of experiences and preparation for the next week. Several activities such as *Varsharambh* – *Varshant* programmes, singing competition, visit to schools in Solapur, family trip etc were conducted to expand their horizons and to build motivation.

**Principal Investigator:** Abhijit Kapre  
**Funded by:** JPSS

**Duration:** 1 Year



## **Research Projects In-progress**

### **In Psychology**

#### **1) Good Touch-Bad Touch 360°**

Child sexual abuse (CSA) is the most cruel, tragic occurrence and a serious infringement of a child's rights to health and protection. The report released by the National Crime Records Bureau (NCRB) showed that out of the total cases of crime against children registered in 2021, around 36.05% were under the Protection of Children from Sexual Offences Act (POCSO). Such traumatic experiences can result in the breakdown of child's physical and psychological health and hamper healthy growth.

To address this issue, an intervention programme 'Good Touch Bad Touch 360°' is being conducted in the cities of Pune and Ahmedabad with the tagline – 'Breathe Free - Say No - Stop Abuse'. The objective of this programme is to strengthen the whole ecosystem around children, including parents, school teachers/NGO facilitators and children (including those with special needs), and to empower them to recognise, resist, and report instances of abuse effectively. According to the age group of the students, the topics in the intervention sessions of this programme include identifying good and bad touch, becoming aware of personal hygiene, understanding different forms of abuse, knowing appropriate actions and methods of reporting abusive behaviour, basic information about reproductive organs, dangers of online sexual abuse, and potential risks associated in heterosexual attraction. The awareness sessions for parents and organisation/school staff (including teaching/non-teaching staff, school rickshaw/van drivers/uncles etc.) include the information about CSA, POCSO, their responsibilities in preventing such incidences and the steps that should be taken in the event of any unfortunate incidence.

After the successful implementation of this programme in the year 2022-23 wherein around 135 trained Field Trainers (FTs) reached to 27,840 school children and 3,700+ parents in Pune, it expanded its scope further in 2023-24.

In Pune, 55 FTs and in Ahmedabad, 29 FTs were trained. These FTs reached out to 13,567 students and 2,491 parents in Pune and 4,765 students and 179 parents in Ahmedabad. The awareness sessions were also conducted for 19 organisations/schools in Pune and 4 in Ahmedabad for their staff.

Researcher-made grade-wise assessment tools were used to assess the conceptual understanding of students from this awareness program. Data from 4,021 students were collected from 53 schools in Pune city with a gap of minimum one month after the intervention sessions for this analysis. The study results showed clarity in students' minds about good and bad touch, understanding of the body parts that should never be touched by other people,

general hygiene and precautions for good health. The students were able to recollect the child helpline number. Students could differentiate between appropriate and inappropriate behaviour and could make appropriate choices regarding actions or decision-making in situations related to CSA.

The quantitative and qualitative analysis of the feedback from parents and organisation staff was done. Some responses showed that there was still confusion in their minds about whether to take any action if either the victim was an acquaintance or the victim child was known to them. Some of them also expressed that such awareness sessions might instil distrust in children's mind about people close to them. This feedback emphasised the need for more such sessions for parents and school staff.

Such awareness sessions are as important for children with special needs as for the regular students. The content for hearing-impaired children was created with the help of Surhud Mandal volunteers, the school teachers were trained, and some pilot sessions were conducted in that school. Pilot sessions for 1st to 8th standard girls were conducted in Poona Blind Girls Association. The content for children with mild cognitive disabilities was created with the domain experts from Prism Foundation.

To reach out to a greater number of children for their emotional well-being, a *Telelogue* platform namely “बाल संवाद कट्टा” was launched, giving children a safe place to share their thoughts and feelings freely. There were 232 calls received of which 32 were critical cases which required further in-person counselling. Another 25 cases were referred to other counsellors and for psychological testing.

‘खजिना गोष्टीचा’ – 4 Marathi and 1 Hindi episode of this podcast series of stories for children were broadcasted. The animated videos of theme song of the project in Marathi and Hindi were launched. A video documentary capturing the journey of the project was launched. All these videos were shared on Facebook and YouTube (<https://www.facebook.com/profile.php?id=100082062013311> and <https://www.youtube.com/@jnanaprabodhinisinstituteo6215>) . These videos are also available as podcast- <https://podcasters.spotify.com/pod/show/gtbt360/episodes/ep-e2e1h5m>

A research paper on ‘Good Touch Bad Touch 360° intervention program: Assessment of Conceptual Understanding of students’ was presented at National Academy of Psychology (NAOP) conference in Vishakhapatnam. Newspaper article about project was published in Loksatta, a Marathi newspaper.

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

**Project Assistants:** Ketaki Kulkarni,  
Shubhangi Patwardhan  
**Duration:** 2 Years

## 2) Self Awareness In Youth for Anti-Addiction Motive (SAIYAM 3)

Addiction among adolescents and youth in developing nations presents complex challenges, for public health and societal dynamics. Adolescent in their critical developmental stage are more susceptible to substance abuse and digital addiction. Addiction among adolescents is influenced by factors like family history, mental health issues, peer pressure, media influence, and socioeconomic challenges. To reduce the risks and negative consequences of addiction, and inculcating addiction abstinence in adolescence age is critical.

SAIYAM (Self Awareness In Youth for Anti-Addiction Motive) is an awareness programme developed for adolescents (13 to 16 years) in Pune. The prevention programme builds abstinence from substance abuse, overuse of media, internet abuse, and sexually risky behaviour by exercising 'self-control and self-regulation.' SAIYAM 3 was an extension of the previous two phases building on learning from earlier two phases.

The SAIYAM sessions were based on ten topics covered under 'Adjusting with the blossoming age...'. *Panchakosha vikasan* -the concept of personality, beauty, anatomy, and physiology of male and female reproductive systems, misconceptions, risks, hygiene, HIV-AIDS, friendship, addiction – substance abuse, media, and internet addiction, addiction and sexually risky behaviour, media, self-regulation, sexual misbehaviour, healthy man-woman interactions, goal setting and dealing with stressors. The activity, games, role play, and songs were included in the intervention sessions to keep the children motivated.

The study examined the effect of a '25 session intervention' on the knowledge and attitude of adolescent children. The program was implemented in 117 schools in Pune. 15558 students belonging to age group 13 to 16 from 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> standard joined in the project. They came from diverse socio-economic backgrounds. Qualitative data was collected through three tests administered before and after the program. The tests were *My Knowledge My Health* (MKMH), *Myths and Misconceptions about Addiction Test* (MMAT), and *Emotional Regulation Test* (ERT).

Paired sample t-test was applied on pre-post assessment data. There were significant differences in the pre and post assessment scores which indicates a significant improvement on all variables. The analysis reveals, that the students show a positive change in their level of awareness regarding knowledge and attitude about sexuality issues including gender sensitivity. The results also indicate a positive change in their level of awareness regarding myths and misconceptions regarding addictions. There is positive change in their emotional regulation skills which include assertiveness, level of frustration tolerance, delay in gratification and increased locus of control. The research concluded that the effective facilitation techniques

create a learner-focussed environment in the classroom which improves knowledge, and attitude about gender sensitivity, awareness regarding the effects of different addictions, and emotional regulation parameters.

**Project Head:** Sujata Gokhale  
**Project Assistant:** Sandhya Khasnis  
**Funded by:** Tarachand Ramnath Seva Trust

**Advisor:** Dr. Anagha Lavalekar  
**Duration:** 1 Year

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

The *Navchetana* project, in its second year, engaged 237 students from 5<sup>th</sup> to 8<sup>th</sup> class. The project was facilitated by a 29-member team taking up various roles essential to the project's success. The programme included 24 structured activities, each with specific objectives aimed at enhancing thinking skills across cognitive, emotional, and social domains for 5<sup>th</sup> to 7<sup>th</sup> standard students. The programme also included an input on self-regulation for 8<sup>th</sup> standard students to prevent substance abuse, social media-digital addiction, and sexually risky behaviour.

Building on Guilford's Structure of Intellect (SOI) theory, the programme developed content that addressed cognitive, social, mental health, and motivational development. Age-appropriate language and examples tailored the activities for younger students, with increased difficulty in the second year. For 8<sup>th</sup> graders, the 'SAIYAM' program focused on self-regulation and socio-emotional skills enhancement.

Parental engagement was also planned. The meetings were attended by over 50 parents, where topics included students' strengths, the relevance of NEP 2020, and the importance of various thinking and emotional skills. Facilitators also conducted teachers' meetings to address student behaviour and performance, promoting a holistic and accepting approach.

Student progress was assessed using the Behaviour Observation Rating Scale (BORS) across cognitive, emotional, social, and involvement parameters. Data showed significant positive differences in pre and post-intervention scores, with gains ranging from 16.50% to 31.92% for 5<sup>th</sup> standard and 12.57% to 20.35% for 6<sup>th</sup> and 7<sup>th</sup> standards. The 'SAIYAM' programme for 8<sup>th</sup> graders demonstrated high positive gain scores, with over 90% understanding myths about addiction, 82.92% improving emotional regulation, and 78.05% gaining health knowledge.

The *Navchetana* project successfully fostered significant skill improvements among participants, indicating a strong positive impact. The programme's success highlights the value of similar initiatives in supporting educational and personal growth. We observed that

facilitators' roles in communication is critical. Their acceptance by the students and parents is pivotal to the success of the programme.

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

**Research Assistant:** Prasanna Alone  
**Duration:** 3 Years

#### **4) Behaviour Change Model for Anti-Addiction Motive (*Nirdhaar*)**

‘*Nirdhaar*’ focuses on behavioural change among 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students over three years. The primary goal is to promote addiction abstinence through targeted interventions that enhance critical thinking, emotional management, and behavioural skills.

The initiative responds to rising behavioural issues exacerbated by increased exposure to various addictions, especially after the COVID-19 pandemic. By equipping students with resilience and coping skills, ‘*Nirdhaar*’ aims to guide them towards making positive choices and avoiding falling prey to addictive behaviours.

Each year, the program includes 24 sessions per grade, emphasizing intellectual games, storytelling, and discussions. Evaluation using a pre- and post-assessment scale showed significant improvements across various skills:

- Cognitive Skills: Enhanced observation, understanding, memory, creative, logical, problem-solving, and decision-making skills.
- Emotional Skills: Improved sensitivity, motivation, resilience, and confidence.
- Behavioural Skills: Increased assertiveness and communication abilities.

While senior grade students showed higher gains in critical thinking, sensitivity, resilience, and assertiveness, 6<sup>th</sup> grade students exhibited lower scores, indicating the need for continued skill development and supportive environments.

Overall, ‘*Nirdhaar*’ underscores the importance of holistic interventions in fostering behavioural change and promoting students’ well-being amidst newer challenges posed by changing social ecosystem.

**Principal Investigator:** Sujata Honap  
**Project Coordinator:** Dhanshree Deshmukh  
**Funded by:** Tarachand Ramnath Seva Trust, Pune

**Research Assistant:** Prasanna Alone  
**Duration:** 3 Years

## **5) Exploring the gender differences regarding the impact of Entrepreneurial Engagement on the Quality of Life and Personality of rural entrepreneurs (*Udyogini*)**

Gender disparities persist in entrepreneurial engagement, especially in rural areas where women's contributions often remain unrecognised. Despite initiatives to empower rural women economically, the number of women taking up entrepreneurship is still low. This study explores the impact of entrepreneurial engagement on the quality of life and personality of rural entrepreneurs, with a focus on gender differences. Drawing on a mixed-method approach, the research aims to fill the gap in understanding psychological factors influencing women's entrepreneurial success. By examining quality of life, personality traits, social support, and work-life balance, the study seeks to provide holistic insights into rural women entrepreneurs' experiences.

The research design involves a sample of 450 individuals, including rural women entrepreneurs, non-entrepreneurs, and male entrepreneurs. Various tools, including standardised scales and interviews, will be utilised for data collection. Statistical analyses, such as Pearson correlations, multiple regressions, t-tests, and ANOVA, will be employed to analyse the data comprehensively. The findings will shed light on the unique challenges faced by rural women entrepreneurs and the factors contributing to their quality of life.

Total data collection done till now, for women entrepreneurs is 150, non-entrepreneur women is 157, for male entrepreneurs is 80. The respondents are both from rural and semi urban areas.

The implications of this study are manifold, ranging from policy recommendations to entrepreneurial training programmes. By highlighting the significance of psychological factors in entrepreneurial success, the research aims to foster women's empowerment and socio-economic development in rural areas. Additionally, the study aims to inform policymakers, financial institutions, and NGOs in designing inclusive policies and support mechanisms for rural women entrepreneurs. Overall, this research strives to contribute to a more nuanced understanding of rural entrepreneurship and pave the way for inclusive development initiatives.

**Principal Investigator:** Perna Karulkar  
**Advisors:** Dr. Anagha Lavalekar, Dr. Dhanshree Sowani  
**Funded by:** JPSS

**Duration:** 2 Years

## **6) Efficacy of iA-Aptitude Testing and Career Guidance with reference to adolescents' career choices: A follow-up study**

The Aptitude Testing and Career Guidance section at Jnana Prabodhini's Samshodhan Sanstha (ATCG) assesses aptitudes, orientations (values) and coping strategies of the student and provides career guidance based on the test-result, thereby facilitating the career decision-making process. This study was initiated to get a holistic view of the career decision-making process and establish validity of the aptitude test. It will explore the relationships of variables displayed in the process of aptitude testing, career guidance, career choices and academic performance in the given career.

A follow-up questionnaire was designed for the project during this year. This questionnaire comprises of student's basic information, details of academic & career and any changes therein, and their feedback about the career guidance at ATCG, along with researcher-made Academic Satisfaction Scale.

The sample consists of two groups: a group of students who were in Std X and availed the aptitude test and career guidance in 2016 (these students have completed their graduation in selected course), and another group of students who were in Std X and availed guidance in 2023 (these students have made their choice for Std XI-XII, and are preparing for entrance into the graduation course of their choice).

The questionnaire was sent to 369 students of 2016 and 378 students' of 2023 batch. Students' responses are awaited.

**Principal Investigator:** Neha Kshirsagar  
**Guides -** Dr. Sujala Watve, Dr. Anagha Lavalekar  
**Research Consultant-**Dr. Meenakshi Gokhale  
**Funded by:** JPSS

**Co-investigators:** Anushree Bodhale,  
Aparnagouri Phatak, Nilima Apte  
**Duration –** 3 Years

## **7) A Mixed-Methods Evaluation of a Leadership Development Summer Programme for Adolescents with High Intellectual Abilities**

Leadership potential is often considered one of the key characteristics of individuals with high intellectual abilities; however, there is a dearth of evidence-based leadership programmes for adolescents with high intellectual abilities. Grounded in recognising gifted adolescents' leadership potential and the inadequacy of existing leadership development programmes, this research aims to bridge this gap by investigating the effectiveness of a leadership development summer programme in enhancing participants' leadership skills and attitudes. Drawing on a comprehensive leadership development framework, these programmes focused on motivation building, attitude formation, self-awareness enhancement, and self-management. The programme consisted of activity-based sessions on the fundamentals of leadership, including

self-confidence, effective communication, group work, responsible decision-making, and problem-solving. Data were collected from two consecutive summer programmes in 2022 and 2023. Participants included 43 and 35 students (ages 12-15) in the first and second programmes, respectively, with 27 students participating in both. We used a concurrent mixed-methods design in which quantitative data were collected using self-report surveys before and after the program. Qualitative insights were drawn from the deductive analysis of responses to open-ended questionnaires based on nine leadership skills. Results indicated significant positive changes in participants' perceptions of their own leadership skills, task orientation, leadership flexibility, and a group of leadership skills and characteristics such as communication and group skills. Qualitative themes revealed self-reported improvement in students' personal skills, group dynamics, character building, and the knowledge of fundamental concepts in leadership. These findings suggest the potential significance of leadership development summer programmes in nurturing critical leadership skills among gifted adolescents. These insights offer valuable guidance for future research and educational endeavours aimed at designing and assessing leadership interventions for this population, thereby fostering the leadership growth of gifted youth, aligning with the overarching goals of gifted education.

**Principal Investigators:** Kshama Datar, Dr. Aakash Chowkase,  
Dr. Saugandh Deshmukh  
**Funded by:** JPSS

**Advisor:** Dr. Anagha Lavalekar  
**Duration:** 3 Years\*

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

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

**Principal Investigators:** Dr. Aakash Chowkase, Kshama Datar,  
Fabio Andrés Parra-Martínez  
**Funded by:** JPSS

**Advisor:** Dr. Anagha Lavalekar  
**Duration:** 3 Years\*

(\* This action project began in 2021. However, data collection and analysis were done in 2023-24)



## **9) Effect of Santulan Om Meditation (SOM) Program on Psychological Wellbeing, Resilience, and Quality of Life: A Cross-cultural Study of Healthy Youths and Adults**

Meditation has been employed as a spiritual and healing practice for thousands of years. Meta-analysis revealed the profound effect of meditation on both psychological and physiological dimensions.

The objectives of this study are to examine the effect of the SOM Program on psychological well-being, resilience, and quality of life of healthy youths and adults. Another objective is to investigate the impact of the SOM Program on memory, creativity, and perception. Finally, another objective is to compare the effects of the SOM Program across different cultural contexts. A quasi-experimental two-group pretest-post-test design is used to study these objectives.

To assess the efficacy of SOM program various standardised scales and tests will be used. Translation and pilot testing of the Subjective well-being Scale, Resilience scale, Quality of Life, and DASS-21 (Depression, Anxiety, and Stress Scale) is completed. The test is available in English which has been translated to German and Marathi. The back-translation process of three cognitive ability tests is in progress. The personal data sheet is designed and finalised after experts' feedback. The group identification and participants who meet inclusion criteria are ongoing.

**Principal Investigator:** Dr. Pranita Jagtap  
**Funded by:** Santulan Ved e.v., Germany

**Advisor:** Dr. Anagha Lavalekar  
**Duration:** 1.5 Years

### **In Sanskrit and Indology**

## **10) The expectations of bride and groom about wedding rites performed by Jnana Prabodhini and traditional Vedic marriage rituals based on Hindu Dharma Shastra and the response of religious scholars and priests to such changes in marriage rites - A comparative study**

There is a growing trend that educated and independent-minded young men and women want a marriage ceremony to be performed according to the prevailing Hindu marriage system. However, they want to understand concepts and thinking behind the rituals. They prefer to engage and have a more meaningful experience and not just another ritual. Even when legal options are available for a marriage, they want to get married as per traditional customs. They expect that the marriage rites should be based on equality of both the bride and the groom. They expect from the priests of Jnana Prabodhini a customised wedding! Some even suggest additions and or changes in the marriage rites. Is it possible to make such changes in rites? What is the response of priests as well as scholars in this regard? Is it possible to customise the

wedding as per the requirements of the bride and groom? What changes are acceptable, or desirable?

The founding principle of all Santrika led *Sanskaras are Saarth Sanskaras*-rites and rituals that are performed with full understanding of the meaning and spirit supporting those acts. This comparative study is another step in that direction. The objective is to explore ways and means to bridge the expectations of both the bride and groom to introduce new principles in the marriage rites.

Objectives of the study -

1. To find out if there is a better option based on equality, keeping the sanctity of the original marriage ceremony intact for the bride and groom who want to solemnise their marriage with understanding and seriousness.
2. To understand the social/religious expectations of the marriage rites of the prospective members who want to get married following the Santrika-Jnana Prabodhini *saarth sanskar* way and other available methods.
3. To understand and compare the response of religious scholars and priests to such changes in marriage rites.

**Principal Investigator:** Dr. Manisha Shete  
**Funded by:** JPSS

**Research Assistant:** Mrinmayi Pandit  
**Duration:** 2.5 Years

## **Doctoral Research**

### **Ph. D. Studies completed**

#### **1) Resilience, emotional competence, and internal locus of control in Goan adolescents of alcoholic and non-alcoholic parents**

The present study is designed to study the Resilience, Emotional Competence, and Internal locus of control in Goan adolescents of Alcoholic and Non-alcoholic parents. The study stresses on the impact of India's rising rate of alcoholism which is of grave concern to the community's well-being. The negative effects of having an alcoholic parent are more common in India, where family ties are stronger with adolescents who cohabit with their parents. Stress caused by parental alcoholism can detrimentally affect the adolescents' behaviour causing maladjustment in various aspects of their lives. Considering the vulnerability and the high-risk environment in families of alcoholic parents, it is assumed that adolescents will be detrimentally affected and show negative consequences. This study attempts to examine whether adolescents of alcoholic parents succumb to the negative effects of parental alcoholism or display positive functioning in their battle against adversity.

The study uses a survey method (mixed design with quantitative and qualitative methods) 150 adolescents (boys -70, girls -80) having at least one alcoholic parent (mother/father), 150 adolescents (boys -75, girls -75) having non-alcoholic parents participated in the study. The study tools used for the purpose of the study were the Resilience Scale (RS-14) by Wagnild (2009), the Scale of Emotional Competencies (revised) by Sharma and Bharadwaj (2007), and the Internal-External Locus of Control Scale by Rotter (1966). The tools were administered individually to adolescents of alcoholic parents and in groups to adolescents of non-alcoholic parents. Reliability for all the standardised tools was found to be satisfactory. Adolescents of alcoholic parents were approached through Alcoholics Anonymous (Goa), North and South Goa District hospitals, private psychiatrists, and NGOs. While adolescents having non-alcoholic parents were approached after receiving approval from the educational institutions for data collection.

Procedures for data screening were undertaken and data was checked for normality. Independent samples t-test was used to examine differences in groups on the study variables and check for gender differences. The relationship between RES, EC, and ILOC was investigated using Pearson's product moment correlation. To gather additional information and supporting evidence for the data collected, semi-structured interviews were conducted with 20 adolescents of alcoholic parents and 18 adolescents of non-alcoholic parents with prior consent having been procured from them. Using inductive thematic analysis, the core themes and categories were identified.

The analysis of the data revealed no significant difference in resilience, emotional competence, and internal locus of control among adolescents of alcoholic and non-alcoholic parents. However, adolescents of non-alcoholic parents had a higher ILOC than adolescents of alcoholic parents. There was no significant negative relationship between resilience, emotional competence, and internal locus of control in adolescents of alcoholic parents. A correlation analysis revealed a significant positive relationship between resilience, emotional competence, and internal locus of control in adolescents of non-alcoholic parents. There was no significant gender difference seen in resilience and emotional competence in adolescents of alcoholic parents. Adolescent males of alcoholic parents had a higher ILOC than adolescent females of alcoholic parents. In addition, there was no significant gender difference in resilience, emotional competence, and internal locus of control in adolescents of non-alcoholic parents.

These findings have been justified in light of qualitative information gathered from the interviews and past and current literature reviews. The adolescents' experiences with their parents across both groups highlight differences in parent-adolescent relationships, family environment, the experience of positive and negative emotions, feelings of security, belief in

personal control, and need for independence. Other possible indicators like adolescent personality characteristics, social-cultural context, and individual and environmental resources provide further explanations for the findings of the study. An understanding of the coping strategies reveals more functional rather than dysfunctional coping behaviour in both groups of adolescents.

Overall, the study suggests that there may be universality in the experiences of individuals who are victims of an alcoholic family member with minor variations given the age and cultural setting of the adolescents. However, the unique finding of this study implies that invulnerability is an outcome of particular protective factors which assist adolescents in effectively navigating through setbacks. Examining adolescents' coping strategies helped to identify the factors that influence the relationship between adversity and its impact on adolescents' positive or negative outcomes. It was learned that adolescents rely on different ways of coping and social support that is accessible to them.

**Researcher:** Gomes D'Costa Maria Fatima

**Guide:** Dr. Anagha Lavalekar

## **2) Effects of yoga on psychological well-being in retired men**

Retirement brings a major transition in life. Retirement is mandatory after completion of stipulated age. A retired person's physical, mental, and social health may get affected owing to this transition and leading to psychological problems. This study investigated effects of yoga on psychological well-being of retired men, first a cross-sectional survey of 300 participants for assessment of the status of Psychological well-being of retired men was conducted. A systematic review was also conducted to examine the effectiveness of yoga intervention on psychological well-being of retired persons by systematic review of 15 such articles published during last 10 years in scientific journals. This gave the clear picture of status of psychological well-being of retired men and the effect of yoga practices.

To investigate effect of yoga an empirical non-randomized control trial study involving 90 retired men aged 60 to 75 years following purposive sampling was conducted. The 14 weeks intervention included a daily session of 90 minutes at yoga training centre in Pune Each session comprised light exercise, loosening, breathing exercise, relaxation *asana*, *pranayama*, and meditation. Integrated Approach of Yoga Technique (IAYT) based on *Pancha kosha* concept was implemented. Ryff's validated scale was used to measure six components of psychological well-being, which are 1) Self-acceptance 2) establishment of quality ties with others (positive relations to others). 3) Autonomy of thoughts and action. 4) ability to manage the environment to suit personal needs and values (environmental mastery) 5) The pursuit of meaningful goal and purpose of life, continued growth and 6) development as a person (personal growth). Data

were analysed using 't-test'. Integrated yoga practice has shown significant improvement in well-being( $p<0.05$ ). The data of the trial suggests the potential of Yoga intervention for improving the psychological well-being of retired people. The findings of this study can be implemented in a larger group of people for assessing and improving psychological well-being.

**Researcher:** Sonyabapu Borotikar

**Guide:** Dr Aarti Nagarkar

**Co-Guide:** Dr. Anagha Lavalekar

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

- 1) Effects of learning coding on logical reasoning, symbolic ability, and creativity in middle school students  
**Researcher:** Sonia Virani **Guide:** Dr. Anagha Lavalekar
- 2) Effect of perma-h+ intervention on psychological capital, leadership competency and work quality assurance competency among corporate employees  
**Researcher:** Anaya Amit Nisal **Guide:** Dr. Anagha Lavalekar
- 3) Marital satisfaction, psychological wellbeing, and quality of life among permanent and contractual industrial personnel  
**Researcher:** Sangita Madhukar Deokar **Guide:** Dr. Ajit Chandanshive
- 4) 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
- 5) A comparative study of team and individual sports persons on anxiety, self-efficacy, and athlete motivation  
**Researcher:** Rashmi Rajendra Kadam **Guide:** Dr. Meenakshi Gokhale
- 6) Self-esteem, emotional intelligence and optimism across sportspersons and non-sportspersons  
**Researcher:** Brito Costa **Guide:** Dr. Meenakshi Gokhale
- 7) Marital communication, co-parenting behaviour and working status of mothers as predictors of marital satisfaction of couples  
**Researcher:** Pritam Abhang **Guide:** Dr. Meenakshi Gokhale
- 8) Flourishing of high ability youth in relation to difficulties in emotion regulation, self-esteem, and pro-social behaviour  
**Researcher:** Isha Sanjay Kanhere **Guide:** Dr. Meenakshi Gokhale
- 9) 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
- 10) 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

- 11) 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
- 12) Effect of smartphone addiction and nomophobia on aggression and coping among adolescents  
**Researcher:** Vrushali Santosh Pandit **Guide:** Dr. Santosh Walke
- 13) Parental self-efficacy, attitude, social support, and psychological well-being among mothers of children with disability  
**Researcher:** Amita Kendurkar **Guide:** Dr. Santosh Walke
- 14) 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
- 15) Study of coping, altruism and emotional intelligence among youth engaged in volunteerism and not engaged in volunteerism  
**Researcher:** Dipali Raju Raut **Guide:** Dr. Ajit Chandanshive
- 16) The impact of dialectical behaviour therapy skills training on emotion dysregulation, depression and anxiety among individuals with dating issues  
**Researcher:** Nehal Milind Pimpalkhare **Guide:** Dr. Ajit Chandanshive
- 17) Prevalence of death anxiety, coping strategies and life satisfaction among senior citizens residing in old age homes and in family set up  
**Researcher:** Shravni Sameer Limaye **Guide:** Dr. Ajit Chandanshive
- 18) Impact of Atal Tinkering lab participation on cognitive abilities and scientific interest in high school students  
**Researcher:** Ankita Kudtarkar **Guide:** Dr. Anagha Lavalekar
- 19) A comparative study of woman entrepreneur and non-entrepreneurs in relation to psychological well-being, resilience and communication skills  
**Researcher:** Prerna Karulkar **Guide:** Dr. Anagha Lavalekar
- 20) Comparative study of personality, anxiety and body image satisfaction between women with and without PCOS  
**Researcher:** Arushi Shrirang Deodhar **Guide:** Dr. Anagha Lavalekar
- 21) Subjective well-being, self-efficacy and emotional competence between adolescents of working mothers and home maker mothers  
**Researcher:** Sheetal Deepak Salvi **Guide:** Dr. Ajit Chandanshive

## **Development of new academic courses for NEP**

JPIP's researchers developed a new academic course- "Learning to Performing." This one credit course aims to facilitate students in colleges who will be completing their graduation studies and look for employment opportunities. This year, for the first time, JPIP developed this course and offered to 15 students in a college in Pune. The academic year 2024-25 will be the first year of implementation of the National Education Policy (NEP). In 2024-25, we plan to offer this course to students in a few more colleges in Maharashtra.

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

### **Organised by JPSS**

#### **In Psychology**

#### **1) Seminar on 'Understanding Emotional Wellbeing and Disturbance in Children**

**(मुलांचे भावविश्व समजून घेताना)'**

A state-level seminar of one and half days was organised in Pune to discuss about the various aspects of the emotional well-being of children. This seminar was organized with the aim of exchanging creative ideas on various aspects related to children's emotions and having a joint dialogue between the organisations working with children, researchers, child service professionals as well as teachers and parents. It was attended by 287 participants from Pune and outside Pune. The participants included parents, school teachers, NGO members, psychologists and volunteers working with children.

The seminar was inaugurated by renowned music composer, writer, and director Dr. Saleel Kulkarni. He shared his experiences as a parent explaining what it means to communicate with children. Ms. Leena Rajan, Deputy National Lead, CSR of Bajaj Finance presented the journey of the project. In another session Dr. Sandeep Kelkar, well known paediatrician, delivered a lecture on "Understanding Emotional Wellbeing and Disturbance in Children." A panel discussion was held with Dr. Anagha Lavalekar, Dr. Sriram Geet and Dr. Renu Gavaskar on "Causes of Emotional Disturbance: Attraction, Competition, and Exploitation". A group discussion was conducted in 13 groups of participants on the topics of 13 positive channels leading to long-lasting happiness in children. In the later session, film director Paresh Mokashi spoke on the topic "Media's responsibility towards children's emotional wellbeing."

The second day's sessions were held on the theme "The Responsibility of Parents, Teachers and Society in the Mental Health of Children and the Guidance of those who have done such experiments". Speakers included Prof. Mahendra Sethiya on "Motivation," Madhuri Sahasrabuddhe on "Positive Channelization," Shivraj Pimpude on "Creative Engagement" and

Dr. Ujjwal Nene on “Counselling at the right time.” All the speakers in their speeches shared several experiences. The recorded videos for these 6 sessions were made available on YouTube for reaching out to the wider audience.

<https://www.youtube.com/@jnanaprabodhinisinstituteo6215>

**Coordinator:** Sujata Honap

## **2) Workshop on Research Methodology: Qualitative Research in Social Sciences- Methods and Data Analysis**

Jnana Prabodhini’s Institute of Psychology organised a five-day workshop from 10th to 14th April, 2024 on research methodology. The workshop was organised keeping in view learning needs of young Ph.D. scholars, researchers, and faculty in social sciences.

Objectives of the workshop were

- To develop knowledge of qualitative research processes and data collection methods
- To understand approaches to qualitative data analysis
- To learn and practice qualitative data analysis using NVivo software
- To inform researchers about ethical issues in qualitative research

Twenty-seven persons (10 Ph.D. scholars, 12 Postgraduate students, 4 Doctorates, and 1 MPhil) from various fields of social sciences with a diverse range of education and research experience participated in this workshop. Dr. Devayani Tirthali, a Research Design Consultant, was the lead faculty for four days.

The workshop was inaugurated by Prof. Bhaskar Shejwal from Savitribai Phule Pune University. He highlighted roles and responsibilities of social scientists and discussed various ethical issues in research. Dr. Megha Deuskar, Assistant Professor, Fergusson College, explained the difference between qualitative and quantitative research and elaborated on major qualitative approaches i.e. narrative research, phenomenology, grounded theory, case study, and ethnography. She also talked about researcher’s reflectivity in qualitative studies. Dr. Anagha Lavalekar, Director, Jnana Prabodhini’s Institute of Psychology, in her session discussed the methods of data collection in qualitative research. She introduced etic and emic perspectives and various data collection methods in qualitative research.

Dr. Devayani Tirthali in her sessions covered several topics such as positivist and constructivist research paradigms and differences between the two, NVivo qualitative analysis software and its functions. In the following session, participants learned about the four most used coding methods- descriptive, process, In vivo and concept codes. After an explanation of the coding process, participants independently coded their data and discussed it in a group. She



also talked about data management in qualitative research and challenges that through the process. Concepts of first and second-cycle coding, an iterative process, inter-rater reliability, importance of memo and vignette writing were explained. Participants practiced a step-by-step process of thematic analysis. The session ended with participants' presentations. In the concluding session described 'Mixed method approach: Need, procedure, and Rationale'. Following which Dr. Devayani Thirthali answered the questions and doubts that spanned four days of training. In the valedictory, a review of 15 sessions over five days was taken. Representative participants shared their learnings during the workshop and expressed gratitude to the experts and organisers. Participants mentioned that pair and group tasks, presentations, hands-on coding experience, and practice on NVivo made their learning practical and useful.

**Coordinator:** Dr. Pranita Jagtap

### 3) Thursday Lecture Series

During 2023-24, 26 lectures were organised. Each lecture was attended by about 35 to 40 researchers and staff from JPSS.

Sr. No.	Date	Name	Topic
1	13/4/2023	Dr. Pranita Jagtap, Dr. Manasee Rajhans	Effect of spiritual practices on psychological well-being and Quality of Life of Individuals
2	27/4/2023	Dr. Dhanashree Sovani	Psychological well-being of intellectually high college students in relation to their family environment
3	11/5/2023	Dr. Aditya Ponshe	Non-neural Plants, Behaviour, and Psychology: Journey so far, Challenges and Reflections
4	25/5/2023	Dr. Madhura Kashikar	Teacher Training Programme based on Flipped Classroom for teaching at Secondary level
5	8/6/2023	Nachiket Panse	अनुभव कथन : बिहार मधील एका ग्रामीण भागातील शाळेत शिकवताना जाणवलेले प्रश्न
6	15/6/2023	Dr. Anirudha Belsare	अर्थपूर्ण संशोधनाचे निकष: सायन्स अँड कॉन्शन्स
7	30/6/2023	Dr. Devayani Tirthali	<i>Anandshala</i> : Journey from Intervention to Participatory Reflexive Practice
8	13/7/2023	Purva Dixit-Dhokate	छोटे सायंटिस्ट प्रकल्प - दशवार्षिक आढावा
9	27/7/2023	Kshama Datar	Enhancing Leadership Potential of Adolescents with High Intellectual Abilities
10	10/8/2023	Anaya Nisal	Developing semi-standardised checklist to assess work quality assurance competency for corporate employees: a journey
11	24/8/2023	Dr. Sonyabapu Borotikar	Effects of Yoga on Psychological Well-being in Retired Men

Sr. No.	Date	Name	Topic
12	7/9/2023	Dr. Manoj Deolekar	Analytical Study of <i>Kreedakul</i> Programme, Personality factors and Sports Achievement of <i>Kreedakul</i> Athletes
13	20/9/2023	Dr. Saugandh Deshmukh	An assessment of effectiveness of Leadership Development Programme conducted for youth by Jnana Prabodhini Leadership Development Centre in Pune
14	5/10/2023	Pallavi Paradkar, Dr. Jayant Pathak, Anil Gurav, Nilima Raste	आनंदी शिक्षण प्रकल्प (Foundational Literacy and Numeracy (FLN))
15	19/10/2023	Sanskriti Bapat	An overview of the history of Ladakh with special reference to the Thiksey Monastery
16	2/11/2023	Dr. Sucharita Gadre	JPIP's Aptitude test for Design Thinking (JPIP Apt-D) - Test Conceptualisation, Development and Application
17	23/11/2023	Dr. Anagha Lavalekar, Shamangi Deshpande, Ketaki Kulkarni	Good Touch Bad Touch 360° intervention programme: Assessment of Conceptual Understanding of students
18	7/12/2023	Dr. Mukulika Thatte	Development of an enhancement programme on higher order thinking skills based on futurological techniques for intellectually gifted, school going adolescents
19	21/12/2023	Swapnil Indapurkar	विकासमित्र प्रकल्प, वेल्हे आढावा
20	4/1/2024	Dr. Anagha Lavalekar, Dr. Pranita Jagtap, Vandana Kamthe	A critical study of activities and programmes offered by SVJCT (Shri Vitthalrao Joshi Charities Trust): impact, growth areas and concerns
21	18/1/2024	Suvarna Gokhale	ग्रामीण महिलेचे आर्थिक साक्षरता बचत गट उपक्रमामुळे वाढली का? चिकित्सक अभ्यास
22	1/2/2024	Dr. Amol Gangji	A study of educational culture in the Upanishads and its relevance to present secondary education
23	15/2/2024	Sujata Honap, Prasanna Alone, Poonam Hajare	मुळशी परिसरातील कातकरी समाजातील बाल, कुमार व युवा गटाच्या 'विचारकौशल्ये व व्यक्तिमत्व विकासा' साठी राबवला जाणारा उपक्रम
24	29/2/2024	Kalpesh Kothale	नागालँड शोधयात्रा - अनुभव कथन
25	14/3/2024	Dr. Ranjitsingh Bhogal	ध्यान साधना: अभ्यास व संशोधन
26	28/3/2024	Shrikant Kashid	Study of Leadership Development through Sports Activities

#### 4) Workshops and Webinars

Sr. No.	Name of Workshop	Dates	Coordinators
1	Gammat Shibir for learning-disabled students comes for Learning Enhancement Program	16 April, 2023	Yogini Kale, Renuka Sarnaik
2	Parents Workshop for learning-disabled student's parents	16 April, 2023	Swapneela Sethiya
3	Bal Vikas Shibir	May, 2023	Pallavi Kaslikar
4	Self-study Skills Workshop	22-24 May, 2023 10-11, June 2023	Swapneela Sethiya, Kshama Datar
5	Sujan Palkatva Workshop	27-28 May, 2023 3 to 24 June, 2023	Prasanna Alone
6	Kumar Vikas Shibir	29 May to 4 June, 2023	Pallavi Kaslikar
7	Nirantar Bal Vikas Workshop	July, 2023 to February, 2024	Pallavi Kaslikar
8	Prajna Prabodhan Varg	August, 2023 to May, 2024	Kshama Datar and others
9	Prajna Prabodhan Varg @ Kalyani School, Manjri @ SSRVM, Bhugaon	August, 2023 to May, 2024	Kshama Datar, Snehal Godbole, Aditi Keskar, Mayuri Kutwal, Rutuja Ahire
10	iA Career Advisor Training Programme (CATP)	25-27 & 30 September, 2023	Nilima Apte, Urmila Dixit, Vivek Velankar

#### In Sanskrit and Indology

##### 1) Workshops and Webinars

Sr. No.	Name of Workshop	Dates	Coordinators
1	<i>Ganesh Pratishthapana</i> workshop	10 September, 2023	Shama Puneekar, Ruta Jogalekar, Vidyadhar Marathe and others
2	<i>Mahalay Shraddha</i>	14 October, 2023	Vidyashree Purandare, Dr. Manisha Shete
3	Trainers training for Priests	October, 2023 to June, 2024	Madhuri Kotibhaskar, Dr. Manisha Shete
4	<i>Dahakarma</i> – last rites	23 March, 2024	Vidyadhar Marathe, Dr. Manisha Shete

### **Akshar Ram (अक्षर राम): A Unique Exhibition of books on Ramayana**

The country witnessed a unique celebration coinciding with the consecration of the SriRam temple in Ayodhya in January, 2024. Coinciding with this landmark event, Santrika held a unique exhibition titled ‘Akshar Ram’ (अक्षर राम). In this exhibition, a collection of over 1700 books on Ramayana in 34 languages and 18 different Indian and foreign languages, dialects, and scripts were exhibited. This collection was possible because of late Dr. G.N. Sathe.

Late Dr. G. N. Sathe, a well-known researcher and Professor of Hindi had meticulously collected 1977 books related to Ramayana. He had donated his personal collection to Santrika for research.

The Ramayana collection had books in Urdu, Persian, and Arabic besides many other Indian languages. Kruttivas Ramayan, a well-known Bengali work on Rama, written by the Bengali saint Kruttivas, was a part of this collection. Tulasi Ramayan, a Punjabi book written in Gurumukhi script by Dr. RatanSingh Jangi was another noteworthy book. Ramcharitmanas written in Sindhi language by Chiddh Kashinath Sevak was in Arabic script. Some of the books contained lucid illustrations and paintings too. A copy of the seven Ramayanas written by the renowned Marathi poet Moropant was part of this exhibition.

The exhibition of books in multiple languages, scripts and time periods was a testimony to the unifying force and influence Ramayana had and continues to have on citizens of our country and even outside India. The three-day Akshar Ram (अक्षर राम) exhibition was visited by over 2000 visitors. Several visitors expressed a keen desire to associate with the follow-up research activities after the exhibition.

<https://youtube.com/playlist?list=PLQFcjbP11F0o1LYInM5r1w217nP5xDR45&si=cfeGz9QziLNovZzc>

**Coordinator:** Dr. Manisha Shete

## Presentation of research papers

(in seminars/webinars/conferences/workshops)

### In Psychology

Sr.No.	Presenter	Topic	Conference Theme	Organised by	Dates
1	Prasanna Alone	A Survey to Explore Socio-Emotional Learning Skills in Students of Higher Education	Responsibilities of All the Actors in the field of Higher Education in Context with NEP 2020	Indian Institute of Education, Pune	1-2 October, 2023
2	Sandhya Khasnis	Responsibilities of the teachers as mentors in higher education			
3	Shamangi Deshpande	Good Touch Bad Touch 360° intervention programme: Assessment of Conceptual Understanding of Students	33rd Annual Convention of National Academy of Psychology (NAOP)  <b>Theme -</b> Psychology for Sustainable Development: Empowering the Future	Gandhi Institute of Technology and Management, Vishakhapatnam	14-17 February 2024
4	Sujata Gokhale	Facilitating Assertion through SAIYAM: An Anti-addiction Program for Adolescent Girls Students			
5	Isha Kanhere	Exploring the Flourishing of High Ability Youth: A Summary of Literature ( <i>Poster Presentation</i> )			
6	Prerna Karulkar	Exploring the Quality of Life of Rural Women Entrepreneurs: A Conceptual Study ( <i>Poster Presentation</i> )			
7	Dr. Pranita Jagtap	Effect of Achievement Motivation Training on underprivileged youths <i>(Received best scientific paper presentation award)</i>	28 <sup>th</sup> International and 59 <sup>th</sup> National Conference of IAAP  <b>Theme –</b> Applying Psychology for Professional Excellence	Pondicherry University	2-4 February, 2024

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

**In Psychology**

Sr. No.	Name/s of Resource Person/s	Topic	Workshop / Webinar / Lecture	Organised by	Dates
1	Swapneela Sethiya, Yogini Kale	What is disability? Types and scopes of disabilities, what is remedial teaching? Theory and practicum of remedial sessions	Orientation to Remedial Teaching skills	Jnana Prabodhini secondary school, Solapur	20-21 April, 2023
2	Sujata Honap	Observation Skills	Teachers' training workshop	Navonmesh School, Chakan	27 July, 2023
3	Gauri Kulkarni, Dr. Deepak Gupte	Communication, interpersonal relationship, work ethics	Behavioural Training program	Klassic NX fashion, Nanded	28 July, 2023
4	Gauri Kulkarni, Dr. Deepak Gupte	Work Ethics	Behavioural Training program	Pariwar Super Market, Nanded	28 July, 2023
5	Gauri Kulkarni, Dr. Deepak Gupte	Leadership enhancement program for bank branch-managers	Behavioural Training program	The Bhagyalkshami Mahila Sahkari Bank, Nanded	29-30 July, 2023
6	Kshama Datar	To understand the importance, challenges and qualities of a 21st century early childhood	Panel Discussion: The role of an early childhood educator	Sanskriti Kids, Bavdhan	19 August, 2023
7	Gauri Kulkarni, Dr. Deepak Gupte	Behavioural Training program	Rise and Shine program	Mahindra & Mahindra Electric Aggregate plant, Chakan	28-29 August & 30-31 December, 2023
8	Nilima Apte, Alhad Kulkarni, Neha Kshirsagar, Anuradha Ohal, Gauri Satpute, Suraj Kaygude	Career Choice-Discussion with parents and Students	Individual sessions with students	Anandi Jivan Trust, Nasarapur	9 September, 2023
9	Dr. Deepak Gupte	Customer centricity	Training programme for shop floor employees	TVS supply chain solutions, Chakan	18 & 20 September, 2023

Sr. No.	Name/s of the Resource Person/s	Topic	Workshop / Webinar / Lecture	Organised by	Dates
10	Isha Kanhere	Overview of guidance, counselling, and mentoring, Concept of mental health and well-being, Ethical and legal considerations in guidance and counselling and Supporting students' well-being in the digital age	Faculty Development programme	H.G.M. Azam College of Education, Pune	3 & 7 October, 2023
11	Dr. Dhanashree Sowani	Teachers as guides and mentors, Skills and competencies for effective mentoring	Faculty Development program	H.G.M. Azam College of Education, Pune	5 October, 2023
12	Prerna Karulkar	Effective communication, Skills for counselling and Understanding high ability	Faculty Development program	H.G.M. Azam College of Education, Pune	6 October, 2023
13	Gauri Kulkarni	Sensitivity at work	Samuhgun Training	Samvadini, Jnana Prabodhini, Pune	10 October, 2023
14	Kshama Datar	Awareness about high ability learners	Identification and Nurturing of high ability students	New India School, Pune	14 October, 2023
15	Gauri Kulkarni, Dr. Deepak Gupte	Leadership enhancement programme	Self-Managed Team training	Mahindra & Mahindra Limited, Chakan	19-21 & 25-27 October, 2023
16	Alhad Kulkarni, Suraj Kaygude	Teacher training on Aptitude and Careers	Training	Rajgurunagar School	25 October, 2023
17	Gauri Kulkarni, Dr. Deepak Gupte	Leadership enhancement program	Self-Managed Team training	Mahindra & Mahindra Limited, Nashik	1-3 November, 2023
18	Gauri Kulkarni	A workplace Cooperation	Samuhgun training	EARC Dept, Jnana Prabodhini, Pune	11 November, 2023
19	Gauri Kulkarni, Dr. Deepak Gupte	Leadership enhancement program	Self-Managed Team training	Mahindra & Mahindra Limited, Zaheerabad, Telangana	23-25 November, 2023
20	Sujata Honap, Prasanna Alone	कुमार वय व मानसिक आंदोलन: पालक, पर्यवेक्षक आणि शिक्षकांनी कसे हाताळावे?	Workshop for teachers and supervisors	Jankalyan Samiti, Maharashtra Prant, Latur	26 November, 2023
21	Dr. Anagha Lavalekar, Swapneela Sethiya, Dr. Sanjyot Deshpande	Introduction of counselling skills, steps in counselling, rapport establishment, observation, and interviewing skills	Orientation to counselling skills	Army Institute of Psychology, Dighi	29-30 November, 2023 & 2 February, 2024

Sr. No.	Name/s of the Resource Person/s	Topic	Workshop / Webinar / Lecture	Organised by	Dates
22	Dr. Anagha Lavalekar	Anandachi Shodhyatra	Workshop based on REBT	Swa-roop Vardhini, Pune	1- 5 December, 2023
23	Sujata Honap, Prasanna Alone	Facilitation skills and observation techniques	Trainers' training workshop	Nagari Wasti Vibhag, Jnana Prabodhini	11 January, 2024
24	Dr. Anagha Lavalekar	Panchkosh	Panchkosh Shikshan Chintan Parishad	Matrumandir Vishwast Sanstha, Pune	15 February, 2024
25	Gauri Kulkarni, Dr. Deepak Gupte	Work life balance and happiness index	Need Analysis session for organisational climate	Gudel India Pvt. Ltd, Pirangut, Pune	26-27 March, 2024
26	Sujata Honap	मुलांना समजून घेताना आणि प्रोत्साहित करताना पालकांची भूमिका	Parenting Workshop	Navonmesh School, Chakan	28 March, 2024
27	Gauri Kulkarni	Training members' introduction session	Samuhgun training	Jnana Prabodhini, Pune	30 March, 2024
28	Swapneela Sethiya, Renuka Sarnaik	Regular counselling sessions for secondary students (2 days per month)	Regular visiting Facility	Jnana Prabodhini secondary school, Solapur	February 2023 to September 2023
29	Dr. Anagha Lavalekar	Study methods used in research	Lecture	Baya Karve Stree Adhyayan, Pune	20 May, 2023
30	Dr. Anagha Lavalekar	Healthy Friendship	Lecture	Seva Sahayog Foundation, Pune	21 May, 2023
31	Dr. Anagha Lavalekar	Emotional-social – language development in Inclusive education	Lecture	Dhruv Foundation, Pune	21 June, 2023
32	Dr. Anagha Lavalekar	Approaches and experiences in gender studies on field	Lecture	Jnana Prabodhini Stree Shakti Prabodhan	29 July, 2023
33	Dr. Anagha Lavalekar	How to use Behavioural Approach in inclusive education	Lecture	Dhruv Foundation, Pune	6 October, 2023
34	Dr. Dhanashree Sowani	Mental Health of School Children	Lecture	Abhinav English School, Narhe	13 October, 2023
35	Dr. Anagha Lavalekar	Diving into Gender studies: approaches and facts	Lecture	Jnana Prabodhini Koushalya Vikas Varg, Pune	4 November, 2023
36	Dr. Anagha Lavalekar	Caregiving to chronically mentally ill patients: Psychological aspects	Lecture	Schizophrenia Awareness Association, Pune	24 November, 2023
37	Dr. Anagha Lavalekar	Quality of life and Giftedness	Lecture	Pradnya Maitra Self-help group, Pune	24 November, 2023
38	Alhad Kulkarni	Aptitude test and career guidance	Lecture	Paranjape School, Pune and Sulochana Natu school, Pune	6 January, 2024



Sr. No.	Name/s of the Resource Person/s	Topic	Workshop / Webinar / Lecture	Organised by	Dates
39	Sayali Medhekar	Parenting	Lecture	Jnana Prabodhini Dombivli Vistar Kendra	7 January, 2024
40	Dr. Anagha Lavalekar	Orientation to study of Mental health	Lecture	Jnana Prabodhini Samvadini, Pune	6 January, 2024
41	Dr. Anagha Lavalekar	Orientation to Study of Gender Complementarity	Lecture	Jnana Prabodhini Samvadini, Pune	13 January, 2024
42	Prasanna Alone	Transactional analysis and time management	Lecture	Shivaji College, Satara	11 February, 2024
43	Dr. Anagha Lavalekar	Role of Women in Development of Nation	Lecture	Samvadini Mahila Gat, Pune	11 February, 2024
44	Dr. Anagha Lavalekar	<i>Samajik Janivechi Sahaj Abhivvyakti</i>	Lecture	Swami Vivekanand Jeevan Jyot Sanstha	2 March, 2024
45	Dr. Pranita Jagtap	Potential for Advanced Development: The Behavioural Indicators of Giftedness based on Model Developed by Prof. Usha Khire	Lecture	Jnana Prabodhini, Solapur	9 March, 2024
46	Dr. Anagha Lavalekar	Mee Vaidya Mi Kushala	Lecture	Ayurved Vyaspeeth, Pune	10 March, 2024
47	Dr. Dhanashree Sowani	बुद्धीची स्वरूपे व संवर्धन	Lecture	Jnana Prabodhini, Solapur	18 March, 2024

## **Participation**

**(in workshops / seminars / webinars / conferences / lectures)**

### **In Psychology**

Sr. No.	Name	Workshop / Webinar / Lecture	Organised by	Dates
1	Prerna Karulkar	Training of civil society representatives in Maharashtra for Gender -Responsive evidence-based Advocacy towards localising SDGs'	SAHAJ, Vadodara	11-13 July, 2023
2	Prerna Karulkar	Seminar on Sustainable Development Goal, Women Empowerment and Higher education	Savitribai Phule Pune University, Pune	23 October, 2023
3	Kshama Datar	Digital Tools in Education	Pune Knowledge Cluster (PKC), Pune	24 November, 2023
4	Kshama Datar	NEP Roadmap - From Concept to Practice	Pune Knowledge Cluster (PKC), Pune	30 November, 2023

Sr. No.	Name	Workshop / Webinar / Lecture	Organised by	Dates
5	Dr. Dhanashree Sowani	Workshop on Indian Knowledge System	Bhishma School of Indian Knowledge system	25-28 December, 2023
6	Prerna Karulkar	Intellectual Property Rights creation, management and monetization workshop	Savitribai Phule Pune University Research Park Foundation, Pune	13 January, 2024
7	Sandhya Khasnis, Prasanna Alone	National Symposium on Unveiling Pedagogical Innovation: Brain-Based Teaching	Indian Institute of Education, Pune and International Institute for Cognitive and Learning Sciences, Bangalore	17 February, 2024
8	Dr. Dhanashree Sowani	Workshop on Bhagwad Geeta	Bhishma School of Indian Knowledge system	5-8 March, 2024
9	Dr. Anuradha Ohal	Chat GPT and AI Hacks with MS- Office	Microsoft Skill Nation	9 March, 2024
10	Dr. Anuradha Ohal	Two days International Certified Career Coach workshop	Career Development Alliance	22-23 March, 2024

### **In Sanskrit and Indology**

Sr. No.	Name	Workshop/lecture	Organised by	Dates
1	Dr. Manisha Shete, Surekha Likhite	<i>Matrubhumipujan</i>	Dhareshvar Pathology Lab, Pune	1 May, 2023
2	Dr. Manisha Shete	Workshop on Bhagavad-Gita	Shri. Arif Mohammad Khan, Governor of Kerala	2 May, 2023
3	Dr. Aarya Joshi	Introduction to Vedic Scriptures – 3 days	Niramay Yog Chikitsa Kendra	17-19 May, 2023
4	Dr. Manisha Shete	<i>Matrubhumipujan</i>	Pune	15 August, 2023
5	Meena Ghatpande	<i>Matrubhumipujan</i> – Grisco-America	DFWMM, America	15 August, 2023
6	Surekha Likhite	<i>Satyanarayan, Matrubhumipujan</i>	Ferguson College, Pune	15 August, 2023
7	Shama Puneekar, Ruta Joglekar, Vidyadhar Marathe and a group of volunteers	<i>Ganesh Pratishthapana</i> workshop	Mulund	2 September, 2023
8	Shama Puneekar, Ruta Jogalekar, Vidyadhar Marathe and a group of volunteers	<i>Ganesh Pratishthapana</i> workshop	Thane and Dadar	9 September, 2023
9	Dr. Manisha Shete, Meera Holkar	<i>Satyanarayan puja</i> -on the occasion of <i>Rakhi vikri upakram</i>	Gurukul, Nigdi	15 September, 2023
10	Vidyadhar Marathe, Ashok Joshi	<i>Mahalay Shraddha</i> workshop	Brahman Mahasangh, Warje	14 October, 2023

## Publications

### Articles

- 1) Alone, P.R. (2023). A Survey to Explore Socio-Emotional Learning Skills in Students of Higher Education. *Education and society, Special Issue 1*, Vol. (I), ISSN -2278-6864
- 2) Karulkar, P., Lavalekar, E., Gokhale, S., Lavalekar, A (2023). Enhancing Awareness in Adolescents: A Qualitative Analysis of Saiyam- a Life Skills Intervention Model. *INSPA Journal of Applied and School Psychology*, 5 (Print), 127-139
- 3) Chowkase, A.A., Datar, K.R., Dedhe, A.M. (2024). *Concerned Creativity to Counteract Concerning Creativity*. In: Sternberg, R.J., Karami, S. (eds) Transformational Creativity. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-031-51590-3\\_6](https://doi.org/10.1007/978-3-031-51590-3_6)
- 4) Chowkase, A. A., Desmet, O. A., Datar, K., Deshpande, A., & Khasnis, S. (2024). Affective Outcomes of a Summer Talent Development Program: What Do Students Say? *Journal for the Education of the Gifted*, 47(2), 111-131. <https://doi.org/10.1177/01623532241235570>
- 5) Deshpande, S., Karulkar, P., & Lavalekar, A. (2024). Effect of Educational Intervention for Adolescents on Awareness about Attitude towards Addiction and Sexuality. *Journal of the Indian Academy of Applied Psychology*, 50(1), 218-227.
- 6) Jagtap, P.R. (2024). Does Spiritual Practice Determine Psychological Well-being and Quality of Life? -A Cross-Sectional Study. *Journal of the Indian Academy of Applied Psychology*, 50(1), 244-250. (UGC care listed Journal)

## AWARDS

- Dr. Anagha Lavalekar was awarded *Gun Gaurav Puraskar* by Matrumandir Vishwast Sanstha, Nigdi.

## Course completed

- Dr. Pranita Jagtap completed a certificate course in Sanskrit Language Learning at Deccan College, Pune

## Academic Programmes

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

Post Graduate Diploma in School Psychology (PGDSP) is recognised 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 a child's holistic well-being. This year, it was the 29th batch with twenty-six students in the class. Students came from various places like Chandrapur, Mahad, Nashik etc. Their educational background included psychology,

education, personnel management, etc. The academic year commenced in August 2023 and concluded in May 2024. During the year, following activities were planned for the students.

**Individual Testing:** Students learnt to administer, score, and interpret various ability and personality tests.

**Group guidance:** This year JPIP had signed a MoU with ‘Project Asmi’ anchored by Ms. Vaishali Deshpande. Students' group guidance sessions were conducted as a part of the project. ‘Project Asmi’ is working for students' emotional and psychological development. It has designed activity-based modules and is working in many schools through the self-motivated trained facilitators. The facilitators provided in depth training to the PGDSP students. At the end of training, students conducted sessions at the schools assigned to them.

Some students conducted guidance sessions for the children residing in school hostel too. The counselling topics were related to various aspects of emotional management. The diploma students got useful insights while interaction with children.

**Individual guidance:** Each PGDSP student participated in three individual guidance cases referred for emotional, academic, or behavioural problems. They worked under experts’ supervision.

## **2) Post Graduate Diploma in Psychology and Nurture of Giftedness**

This course aims at enabling students to identify and nurture high-ability individuals in society. This was the ninth batch with thirteen students in the class. This year the structure of the programme was reviewed and modified. Students had to complete ten compulsory courses.

The theory lectures were conducted online. All through the year, the students took keen interests in classroom interactions though the sessions were virtually taught. The students were eager to learn and to apply theories and concepts that they had learnt. Two contact sessions were planned with students in which interaction with senior faculty. They also interacted with high ability children and adults in the contact sessions.

The students were engaged in various awareness programmes related to identifying and nurturing abilities in different schools. The schools were Symbi Stars, Symbiosis pre-primary school, Pune, Knewtone International School, Pune, Abhyuday Global Village School, Trio World School, Bangaluru, Gyanmata English High School, Khanvel, Sharada Mandir school, Goa, etc. Students found exposure to the school environment valuable and supplementing their classroom learning.

### Workshops and training programmes arranged for students

Resource person/s	Topic
Dr. Savita Kulkarni, Amol Phalke, Dr. Deepak Gupte, Dr. Aditya Ponkshe	Critical Thinking skills in Counselling
Dr. Savita Kulkarni	Study Steps
Dr. Sanjyot Deshpande	Basics of counselling Skills
Samvadini members	Sexuality trainers' training
Sujata Honap	CCDP trainers' training
Sharad Sunkar	Facilitation skills training
Dr. Pradnya Kulkarni	Psychological well-being
Dr. Anagha Lavalekar	REBT training
Urmila Dixit	Career Guidance for high ability
Arushi Deodhar	Communication skills
Mahendra Sethiya	Motivating Giftedness
Dr. Sujala Watve	Dabrowski's Theory
Dr. Savita Kulkarni, Ashutosh Barmukh	Mentoring

This year, in addition to the regular curricular and practical work, students contributed to community-based activities in variety of ways. Such exposures provide valuable learning opportunities and exposures outside the formal classroom sessions. The activities included

- taking up responsibility as co-facilitators in the Comprehensive Child Development Programme
- participation in data collection of 'Udyogini' and 'Nirdhaar' project
- observing sessions in 'Saksham' Project
- conducting a session in the 'Vikas Mitra' project
- joining as a volunteer for aptitude testing supervision in Chhattisgarh
- volunteering with *Chhatra Prabodhan* English magazine.

#### ❖ 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 true purpose of education. The *Upasana* (prayer) highlights the importance of self-cleansing and a reminder of 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. Ashwini Kulkarni, Founder Director City Pride group of schools, Pune.

➤ **World Mental health Day programme**

On 'World Mental Health Day' a talk by Rutuja Kulkarni, a professional Kathak dancer, trainer and choreographer was arranged. Her aim is to spread awareness about mental health. In the lecture, she discussed a film made by her '*Prakash vaat*' on overcoming depression through art, therapy, and support.

**3) Child and Adolescent Psychology: Enhancing Potentials**

This course is designed for graduate candidates. Teachers, doctors, counsellors, social workers, parents, or any professional working with children and youth can enrol in this course. It is a distance education programme of six months duration. It is offered twice a year. The aim of the course is to orient the participants to the various stages of child and adolescent development, identify and enhance potentials in them and deal with hurdles in their holistic development.

In 2023-24, 75 candidates enrolled of which 48 candidates appeared for the examination and completed the course. The overall feedback from the candidates was encouraging. The course provided them with practical knowledge which they could apply in their respective professions or while bringing up their own children.

**4) Intensive Programme of Nurturing Giftedness**

This intensive program is run by JPIP since 2014-15. It is a 40-credit course. It aims at training individuals in identifying different abilities. They are also sensitised to make the environment conducive for the all-round development of the high ability individuals. Application based lectures and practical work are the highlights of this training programme. This year five students completed this programme.

**5) Learning to Performing**

This year, the Learning to Performing course was conducted at BMCC, Pune. The course was approved by the Board of Studies of Deccan Education Society. The course was of four credits offered under the NEP implementation that is underway. It aims at making students self-aware and aware of their ecosystem. The focus was on 2nd and 3rd year undergraduate students who are going to step into the professional world. The methodology used was lectures, games, activities, group discussions, film clips and role plays. Fifteen second- and third-year B. Com. students took admission into this course. In their feedback, some students expressed that every undergraduate student should do this course.

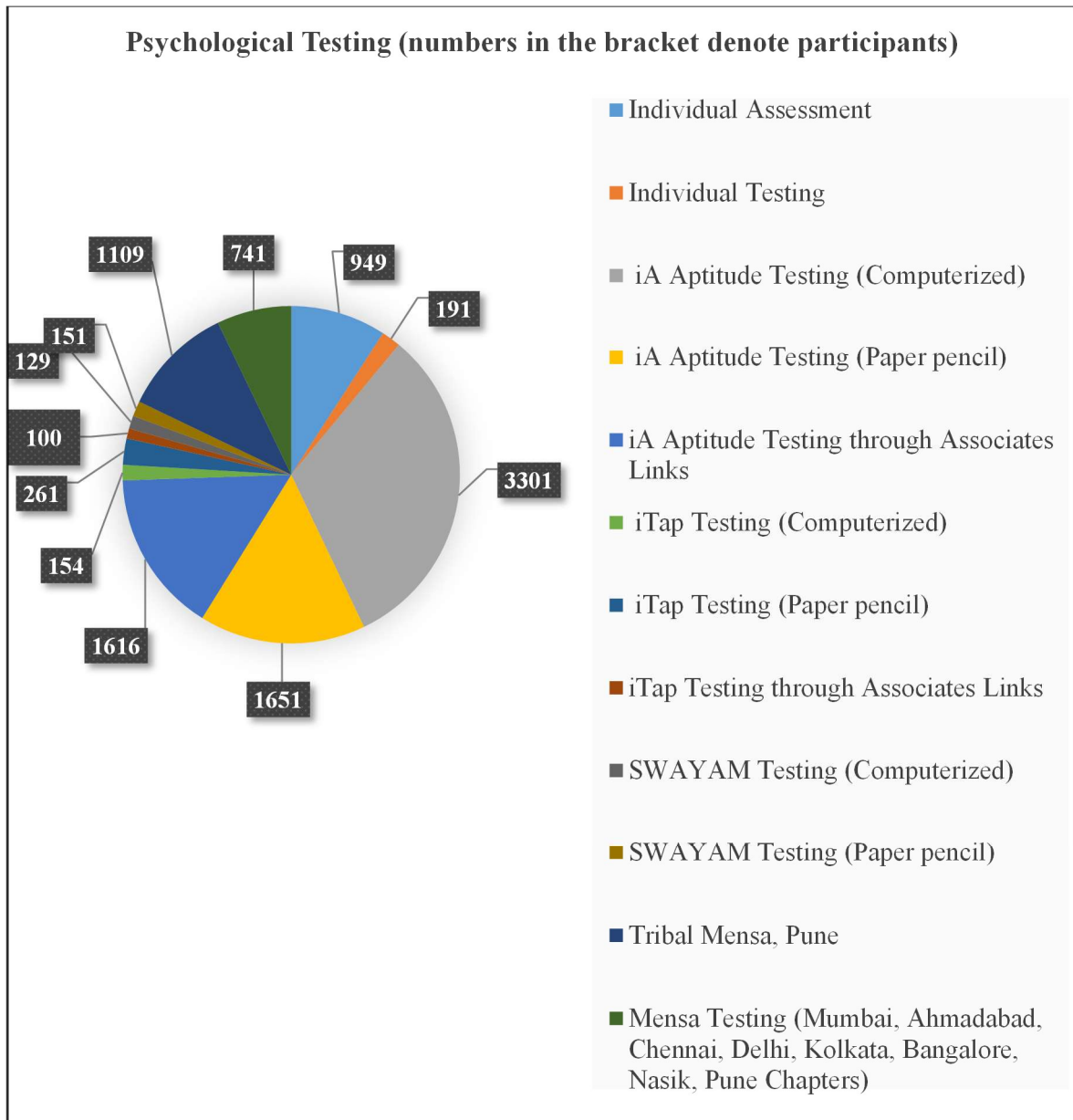
### **Initiative by Aptitude Testing, Counselling and Guidance (ATCG) Department**

National integration is a core focus of Jnana Prabodhini and JPSS too. It is manifested in a sense of belonging and affiliation beyond geographical boundaries. In 2023-24, a team consisting of psychologists Neha Kshirsagar, Jayashree Nangre, Rohit Jogas, Archana Joshi, Suraj Kaygude, and Swapnil Indapurkar visited Arunachal Pradesh and Chhattisgarh. The team during their visits conducted aptitude tests for 111 students in Dirang and Jung, Arunachal Pradesh, and for 134 students in Konda village, Raipur, and Bilaspur, Chhattisgarh. In both the states, the teams had to travel long distances encountering tough weather conditions including snow and dense forests.

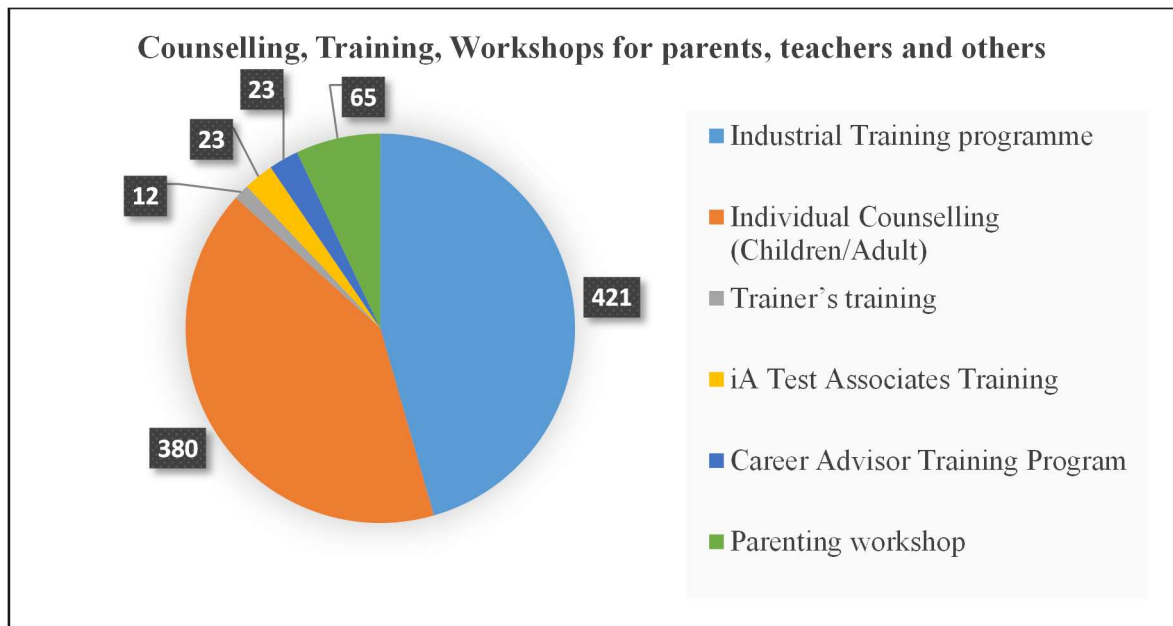
Aptitude tests, through standardised and objective measures, offer valuable insights into cognitive abilities, aiding informed decision-making in education and career development. Post-test guidance was also provided based on students' abilities, orientations, and coping styles.

In both locations, parents and teachers expressed gratitude for the initiative, appreciating JPSS's outreach.

## Extension Activities







JPSS's psychologists and facilitators offered expertise for psychological assessment for selection, placement, and training of personnel in renowned industries. These included Bajaj Auto Ltd., Mahindra & Mahindra Ltd, Kirloskar Brothers Ltd., Hitachi Astemo India Private Limited and Gudel India Pvt. Ltd.

#### Feedback

*“Jnana Prabodhini Samshodhan Sanstha exhibited a commendable level of professionalism and expertise throughout the collaboration. The psychometric assessments conducted for Sr. Managers were comprehensive and insightful. The evaluations played a vital role in identifying a candidate's skills, attributes and opportunities for improvements. We are happy and satisfied for their valuable support in enhancing our development initiatives.”*

**Hitachi Astemo India Private Limited  
(Formerly known as Hitachi Astemo Brake Systems India Private Limited)  
District Jalgaon, Maharashtra, India**

*“The institute has been associated with our company for more than a decade now and has conducted various critical assignments at our locations consisting of recruitment, by conducting very well designed and proven psychometric testing tools to assess personality traits in objective & professional manner. In addition, have effectively delivered on various employee Training, personal counselling assignments for the factory workforce.*

*Recently JPIP team has been assigned to engage employees with their spouse with an objective of garnering better interpersonal relations & communication. The experience has been very satisfying & fulfilling the objective.*

*During the interactions we have observed that the faculty team deployed at our location have proven subject matter expertise and are extremely passionate and dedicated about the assignment at hand. Overall punctuality and conduct of the team has been awe inspiring and has been appreciated by all stake holders throughout the aforesaid period.”*

**Mahindra & Mahindra Limited**  
**Chakan MIDC, District Pune, Maharashtra, India**

## List of Donors

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

Name	Amount in Rs.
Ramkumar Hiralal Rathi (HUF)	2,00,00,000.00
Tarachand Ramnath Seva Trust	1,02,55,349.00
Mohan Chimanlal Gujarathi	50,00,000.00
Ajit Narayan Kanitkar	43,50,000.00
Achal Vishwanath Kulkarni	21,00,000.00
Asha Suhas Gogate	15,00,000.00
Shrikrishna Manohar Patwardhan	10,00,000.00
Jayant Govind Athalye	7,51,000.00
Maruti R Raut	7,51,000.00
Kalyani N. Mandke	5,00,000.00
Vasant Gopalrao Pendharkar	5,00,000.00
M/S Prabodh Artha Sanchay	3,60,000.00
Prabodh Artha Sanchay Pvt. Ltd.	3,60,000.00
Prabodh Sampada	2,76,000.00
Nagesh Sane (HUF)	2,50,000.00
Yashwant Limaye	2,00,000.00
Nandkumar Narayan Kanade	1,80,000.00
Prabodh Artha Wardhini Pvt. Ltd.	1,80,000.00
Pratibha Vijay Bhamburkar	1,50,000.00
Sharad Dattatraya Tambe	1,50,000.00
Ajit Shankar Bapat	1,11,000.00
Sadanand Suresh Palnitkar	1,00,101.00

Name	Amount in Rs.
Anand Bhalchandra Rao	1,00,000.00
Kaustubh Bhadbhade	1,00,000.00
Milind Shankar Sant	1,00,000.00
Mohana Milind Bodas	1,00,000.00
Narendra Sampatrao Deshmukh	1,00,000.00
Sampada Shashank Chandorkar	1,00,000.00
Vandana Pramod Deshpande	1,00,000.00
A well-wisher	1,00,000.00
Santosh Jagannath Satam	80,000.00
Prabodh Nirman	60,000.00
Lata Godbole	50,000.00
Manasee Hemant Rajhans	50,000.00
Siddhi Gas Agency	50,000.00
Vanita Patwardhan	50,000.00
Vijay Yashwant Bhamburkar	50,000.00
Sadashiv Vaze	35,000.00
Devata Raghunath Anekar	30,000.00
Narendra Ambadas Kale	30,000.00
Dhanshree Atul Sowani	23,000.00
Dilip Anant Godbole	10,000.00
Anjali Anant Kulkarni	5,000.00
<b>Total</b>	<b>5,03,47,450.00</b>

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

Name	Amount in Rs.
Bajaj Finance Limited	35,00,000.00
Rohan Builders & Developers Pvt. Ltd.	20,05,840.00
Prachay Capital Pvt. Ltd.	13,45,200.00
Lalita Shrikant Thatte	10,00,000.00
Shri Vitthalrao Joshi Charitable Trust	6,35,880.00
ADM Foundation	3,26,640.00
Deepak P. Chakradev	50,000.00
Prakash Watve	50,000.00
Sulabha Shailendra Godbole	50,000.00
Resha Shikshan Sanstha Sanchalit Resha Gymnastic of Sanskarvarg	42,000.00
Alka Kshirsagar	30,000.00
Avinash Telang	30,000.00
Pradeep Deo	30,000.00
Ashwini Subbrao Deshpande	25,000.00

Name	Amount in Rs.
Vanmala Vasant Prabhu	11,000.00
Shekhar Tatke	10,752.00
Ashwini Phadke	10,100.00
Amit Parasnis	10,001.00
Amita Milind Wagh	10,001.00
Prashant Kane	10,001.00
Shravan Kumar Raghunath Toley	10,001.00
Ajit Kavathekar	10,000.00
Anand B. Rao	10,000.00
Atmaram Kapre	10,000.00
Bhooshan Kelkar	10,000.00
Dayanand B. Kathapurkar	10,000.00
Education Support Organisation	10,000.00
Geeta Gupte	10,000.00

Name	Amount in Rs.
Gayatree Anant Sewak	25,000.00
Mandar Salvi	25,000.00
Satish Khare	25,000.00
Vijaya Datey	25,000.00
Ashok Bhawe	21,000.00
Asha N. Iyer	20,000.00
Joshika Wale	20,000.00
Nutan Sanjay Kanhere	18,000.00
Maanasa Paramasivam	16,001.00
Alhad Raghunath Kulkarni	16,000.00
Bhalchandra Kawatkar	15,500.00
Dr. Arun Vaman Bapat	15,500.00
Vivek Dabhadkar	15,001.00
Janhavi Deoskar	15,000.00
Kanchan Pande	15,000.00
Megha Palkar	15,000.00
Sneha Yashwant Dusane	15,000.00
Sonali Yogesh Daphane	15,000.00
Vivek Tuljapurkar	15,000.00
Sayali Devendra Joshi	12,000.00
Shrikant Gogate	11,001.00
Alaka K. Joshi	11,000.00
Angad Ajay Paithankar	11,000.00
Anil Kelapure	11,000.00
Aparna Gupta	11,000.00
Atul Bhatkalkar	11,000.00
Dr. Santosh Kakade	11,000.00
Godavari Rao	11,000.00
Hemant Mohgaonkar	11,000.00
Nandkumar Saravade	11,000.00
Shreerang Kulkarni	11,000.00
Abhay Mahamuni	5,001.00
Ajay A. Homkar	5,001.00
Amit Pradhan	5,001.00
Deepajee Rane	5,001.00
Dhananjay Padalikar	5,001.00
Dr. Uday Kelkar	5,001.00
Madhurima Patel	5,001.00
Manish Pradhan	5,001.00
Nandan Mathure	5,001.00
Prasham Pangarkar	5,001.00
Preeti Joshi	5,001.00
Rajiv Bendre	5,001.00
Ravi K. Kumar	5,001.00
Rohini Salil Mali	5,001.00
Sameer Paranjpe	5,001.00

Name	Amount in Rs.
Gopal Yashavant Kamat	10,000.00
Harshal Surange	10,000.00
Kalpna N. Godse	10,000.00
Kedar Kulkarni	10,000.00
Mangesh Gulavani	10,000.00
Manjiri Dingankaar	10,000.00
Neha Vinit Kshirsagar	10,000.00
Ninad Samal	10,000.00
Rammohan Oak	10,000.00
Sarthy Vadnerkat	10,000.00
Sharayu Paranjpe	10,000.00
Subbrao K. Deshpande	10,000.00
Sudhir Dinkar Bodas	10,000.00
Sudhir Gadre	10,000.00
Suparnkumar Sudhakar Sathe	10,000.00
Tamal Banerjee	10,000.00
Vinayak Thorat	10,000.00
Vithal Kamalakant Pandit	10,000.00
Sucheta Gadgil	8,000.00
Anaya Amit Nisal	7,500.00
Manasee Kurlekar	7,500.00
Yogesh Krishna Muknak	6,600.00
Chitra Lele	6,000.00
Samir V. Patankar	6,000.00
Avinash Deshmukh	5,700.00
Rajeev Sahasrabudhe	5,502.00
Anant Yamaji Abhang	5,500.00
Anant Nawathe	5,500.00
Ajit Kashinath Mande	5,100.00
Ramita Ahlawat	5,100.00
Sanjay Sharma	5,100.00
Geeta Kulkarni	5,000.00
Girija Marathe Manohar	5,000.00
Harshada Datta Prasanna Bapat	5,000.00
Hemant Kulkarni	5,000.00
Hemlata Kolekar	5,000.00
Jayant Keskar	5,000.00
Jyotsna Bagwe	5,000.00
Ketan Chaphekar	5,000.00
Koustubh Kanade	5,000.00
Leena Dandekar	5,000.00
Madhukar Vishwanath Sahasrabudhe	5,000.00
Madhuri A. Parulekar	5,000.00
Malvika Kulkarni	5,000.00
Mangesh Kirkire	5,000.00
Manjiri Umesh Gharpure	5,000.00

Name	Amount in Rs.
Sanjay S. Jagdale	5,001.00
Shailesh Anant Mehendale	5,001.00
Shripad Shriniwas Joshi	5,001.00
Surendra G. Rahalkar	5,001.00
Ujwala Nitin Chitnis	5,001.00
Umesh Anant Kelkar	5,001.00
Umesh Trivedi	5,001.00
Varsha Rajeev Date	5,001.00
Vikrant Daoo	5,001.00
Vinay Viswanath Peshwa	5,001.00
Yogesh Madhukar Sheth	5,001.00
Abhijit Kapre	5,000.00
Ajit Bhagvat	5,000.00
Ajit Keshav Ranade	5,000.00
Amol Tambe	5,000.00
Anil Pandurang Joshi	5,000.00
Anita Sanjiv Joshi	5,000.00
Anjali Ganpule	5,000.00
Anjali Patil	5,000.00
Annayya Mujumdar	5,000.00
Atul Ramchandra Kulkarni	5,000.00
Avinash Patil	5,000.00
Awanti Bendre	5,000.00
Bhakti Deshpande	5,000.00
Bhushan Kolekar	5,000.00
Chandrakant Raghunath Karode	5,000.00
Chandrashekhar Bhaskar Sathaye	5,000.00
Dattatraya M. Gokhale	5,000.00
Deepti Mallya	5,000.00
Dilip Bhawalkar	5,000.00
Dr. Pallavi Bajpayee	5,000.00
Gauri Soman	5,000.00
Gayatree Oak	5,000.00
Savita Edoliya	5,000.00
Shailaja Sovani	5,000.00
Shailendra Singh	5,000.00
Shashikant Moreshwar Karmarkar	5,000.00
Shekhar Ranade	5,000.00
Shounak Kulkarni	5,000.00
Shubhanand Gopal Jog	5,000.00
Siddharth Deshpande	5,000.00
Sudhakar Patange	5,000.00
Sunanda Parvatikar	5,000.00
Sunil Vitthal Mane	5,000.00
Swapna Anand	5,000.00
Swaroopna Nanodkar	5,000.00
Tejaswinee Soman	5,000.00
Uday Khankhoje	5,000.00

Name	Amount in Rs.
Manjusha Bhide	5,000.00
Meera K. Asarkar	5,000.00
Milind Pikle	5,000.00
Mohan Anant Oak	5,000.00
Neha Kedar Joshi	5,000.00
Nilima Vaishampayan	5,000.00
Nitin Dhond	5,000.00
Nitin Vidwans	5,000.00
Nivedita Gunesh Gogate	5,000.00
Padma Karve	5,000.00
Prajot Prakash Tungare	5,000.00
Pramod Pardhy	5,000.00
Pramod Vinayak Ranade	5,000.00
Prasad Vasant Gadgil	5,000.00
Pratima Kelekar	5,000.00
Priyadharshini Venkat	5,000.00
Rahul Jayant Gadre	5,000.00
Rahul Nagesh Karanjikar	5,000.00
Rahul Oze	5,000.00
Ramchandra Pandit	5,000.00
Ramesh Dovdhar	5,000.00
Raseeka	5,000.00
Ravil A. Shirodkar	5,000.00
Rekha Ramchandra Shidhore	5,000.00
Rukmali M. Moholkar	5,000.00
Salil Inamdar	5,000.00
Sameer Haldavaneekar	5,000.00
Sameer Kunte	5,000.00
Sandeep Ramesh Date	5,000.00
Sandip Panat	5,000.00
Sanjiv Karandikar	5,000.00
Santosh Chiplunkar	5,000.00
Satish Tungare	5,000.00
Ajay Patankar	3,000.00
Archana K. Gune	3,000.00
Asha Jayant Joshi	3,000.00
Ashwini Suhas Pawar	3,000.00
Bipinchandra Chaugule	3,000.00
Dileep Kulkarni	3,000.00
Dr. Sunil Dev	3,000.00
Jayant V. Sabane	3,000.00
Ketaki Joglekar	3,000.00
Madhura Khare	3,000.00
Madhusudan Joshi	3,000.00
Manohar Kapale	3,000.00
Medha Gokhale	3,000.00
Mugdha M. Mulay	3,000.00
Nivedita Gandhi	3,000.00

Name	Amount in Rs.
Uday R. Dixit	5,000.00
Umesh Dixit	5,000.00
Vandana Kulkarni	5,000.00
Vasanti Paradkar	5,000.00
Vidya Neve	5,000.00
Vinay Chandavarkar	5,000.00
Abhijit Gupte	4,000.00
Devaki Agarwal	4,000.00
Kiran Deshpande	4,000.00
Padmini Divgi	4,000.00
Rujuta Desai	4,000.00
Vighnesh V. Sane	4,000.00
Abhijeet Sudhir Moghe	3,600.00
Susmita Malwade	3,500.00
Amol A. Warty	3,001.00
Kavita Ambekar	3,001.00
Abhishek Vinayak Sathe	3,000.00

Name	Amount in Rs.
Pallavi Nilesch Argade	3,000.00
Prakash Mahadeo Phadke	3,000.00
Rajan Shevade	3,000.00
Rajashree Umarani	3,000.00
Ronak Karia	3,000.00
Ruta Pandit	3,000.00
Sachin Chandrakant Ketkar	3,000.00
Samrat Kulkarni	3,000.00
Shekhar Phadke	3,000.00
Shreekant Eknath Agarkar	3,000.00
Sunil Suryakant Katkar	3,000.00
Uday Anant Prabhudesai	3,000.00
Vaishali Chandrakant Kunte	3,000.00
Vinayak Puranik	3,000.00
Vinayak Sadarjoshi	3,000.00
Below Rs.3,000/-*	35,78,414.00
<b>Total</b>	<b>1,42,95,063.00</b>

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

Name	Amount in Rs.
Santulan Ved e.v.	6,97,012.00

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



**JNANA PRABODHINI SAMSHODHAN SANSTHA**  
**510, SADASHIV PETH, PUNE - 411 030, INDIA**  
**PHONE - 24207000, 24207143**  
**EMAIL - JPSS06@GMAIL.COM**  
**WEBSITE: WWW.JPIP.ORG**

DONATIONS TO JPSS ARE EXEMPTED  
UNDER SECTION 35(1)(III) FOR 100% AND  
UNDER SECTION 80(G) FOR 50% OF THE INCOME TAX ACT