

InSPA Plan of Action 2023 - 24

Prof. Panch. Ramalingam
President, InSPA

I am happy to present this Action Plan 2023-24 proposed activities of InSPA and the budget proposal for 2023-24. InSPA is primarily a professional service organisation, taking into account the genuine day-to-day need of the school ecosystem in India. Let me restate the two aims of the InSPA.

The primary aim of the association is to develop school psychology services in India, to promote values-based education, and, above all, to impart training to the personnel so that they gain proficiency to help children in the growth of their learning skills, mental health and general well-being.

Secondly, the InSPA is gradually reaching out to various states of the country to popularize School Psychology and encourage psychologists to play an active role for the greater good of society through the enrichment of school education in India and abroad.

For this purpose, teaching, training, research, and practice are major concerns of the InSPA. The following are the key areas of focus in the year 2023-2024

1. Institutional Collaboration

National Coordinator: Prof. Shah Alam, Aligarh Muslim University, Aligarh

The teaching of school psychology is very limited as far as our country is concerned. InSPA is venturing to assist and support the teaching of school psychology in university departments and colleges. It will assist in several ways and means possible such as

- Providing suitable resource persons for teaching sound theoretical foundation in psychological science
- Providing knowledge and skills concerning fundamentals of measurement and assessment and the use of psychological and educational assessment measures.
- Providing support in the application of psychological knowledge and skills for communication with teachers, parents, and other professionals.
- Providing periodical campus training to students for taking the next step in life, that is (a) preparation for the profession, (b) commitment to professional ethics and standards, and (c) commitment to lifelong learning.

In this mission, it is proposed to have institutional collaborations with the universities and colleges in the country. In order to strengthen the institutional collaborations, a consortium of schools and universities will be initiated.

2. InSPA School Counsellors

National Coordinator: Dr. Reena Singh Rajput, Jagran Lakecity University, Bhopal

InSPA has created a group for regular as well as online school counselling on major issues of concern related to children, teachers and parents. Our team of counselling experts will provide effective counselling services regular/online. They will be certified to counsel in the schools.

Interested members have to apply in the google form with relevant details for consideration. Supervisory training for a period of three months will be arranged by the InSPA between October and December 2023.

3. Week end Certification Programmes

National Coordinator: Mrs. V. Kamini, Chennai

Certification Programmes 2023-24

No	Programme	Coordinator	Month	Last Date for Registration	Date of Examination
1	Certification for Counselling Skills	Dr. Smita Ghosh, Ahmedabad	May 2023	30.4.2023 Closed	28.5.2023
2	Certification for Professional Development	Dr. Reena Singh	June 2023	30.5.2023 Closed	25.6.2023
3	Certification for School Psychology Services	Dr. Yogini Nath	July 2023	30.6.2023	30.7.2023
4	Certification for Special Education	Prof. T. Santhanam	August 2023	30.7.2023	27.8.2023
5	Certification for Learning Disabilities	Dr. Lalitha Subramanian	September 2023	30.8.2023	24.9.2023
6	Certification for Life Skills	Prof. Nighat Basu	October 2023	30.9.2023	29.10.2023
7	Certification for Parenting and Well-being	Dr. Suja Koshy	November 2023	30.10.2023	26.11.2023
8	Certification for Research Methods	Dr. D. Dutta Roy	December 2023	30.11.2023	31.12.2023

Conduct of online Programme and Certificate Issue:

Mrs. V. Kamini

Virtual Link will be shared on in the registered email

Further details: Contact Email: inspaindia@gmail.com

Registration can also be done at www.inspa.org

4. Workshop on Professional Development

Resource Persons: Dr. Reena Singh Rajput, Jagran Lake City University, Bhopal

To enhance Professional Development skills is Important to Career Progression. Professional development training for career progression improves individuals and entire workforces. Discover the benefits and how to develop yourself professionally. Anyone looking to develop themselves professionally and focus on career progression should consider continuing professional development training and courses. This course structure will be share soon.

5. Training on School Psychology Competencies

National Coordinators: Dr. Yogini Nath, Chennai; and Dr. Mira Shah, Mumbai

A four-part training program in school psychology will be conducted as part of InSPA's initiatives to equip school-based mental health professionals with basic knowledge and skills in school psychology. Four core training models will be taught, with each module scheduled every three months. Each module will be taught over a two day period. The training will be offered to counsellors or psychologists working in educational settings.

Core Modules

- 1. School-based psychological services for children and youth**
 - a. Core competencies of a school psychologist
 - b. Models of service delivery
- 2. Psychoeducational assessment of preschool and school-aged children**
 - a. Assessing, planning, implementing, monitoring, and evaluating school-based academic and behavioural interventions for children and adolescents
 - b. Comprehensive psychoeducational evaluations
 - c. Prevention and intervention of academic problems
 - d. Basic counselling skills
 - e. Report writing and feedback
- 3. Consultation in educational settings**
 - a. Provision of consultation services to individuals, groups and systems

4. Professional, ethical, legal, and social responsibility

- a. Standards for professional practice
- b. Ethical and legal issues in school psychology

6. Workshop on Special Education/LD

National Coordinator: Dr. T. Santhanam, SDS Academy, Chennai

The RPWD Act 2016 insisting upon the Inclusive Education thereby comply the Act the CBSE, State Board and International Schools started admitting the Children with Special Needs such as Children with Autism Spectrum Disorder/Specific Learning Disability/Intellectual Disability. However, mainly Shadow Teachers seat these children along with non-disabled children in the same classroom under the custody / supervision of Special Educator sporadically. The Shadow teachers do not possess required educational qualification to handle the special children, which may cause more damage in their academic achievement. Therefore, in order to develop the proper human resource in this field, the SDS Academy of Behavioural Sciences has launched short-term training programme on Inclusive Education.

This Academy has professional team of Rehabilitation Psychologist, Clinical Psychologist and Special Educator, Occupational Therapist and Speech Therapist and Remedial Educator, which will offer quality training to the teachers for conducting the proposed programme by InSPA in this year. This year it is proposed to conduct four programmes in Puducherry, Chennai, Mizoram and Bhopal.

7. Training of Trainers (TOT) on Parenting Skills Education

National Coordinator: Dr. Suja Koshy, Mumbai

A two-module training of trainers (TOT) program on Parenting Skills will be conducted as part of InSPA's initiatives to equip mental health professionals with basic knowledge and skills in Parenting Skills. Each of the training module will be conducted over four weekends for a month. This training of trainers (TOT) will be offered to counsellors/psychologists working with parents.

This module will help the participants to:

- a) Sensitize the parents to understand the characteristics & needs of children.
- b) Strengthen positive parenting skills of parents.
- c) Assist parents in handling the normal/challenging behaviour of children.
- d) Gain the knowledge of how to deliver parenting programmes and parenting support groups (adoptive/divorced parents).

1. Module 1: Basic Parenting Skills for Childhood Years

- Childhood in today's world
- Introduction to Parenting skills
- Key Elements of Effective Parenting Programs
- Positive Parenting

- Helping Parents to become an Emotion Coach
- Parenting skills for handling Normal Behaviour Problems of Pre-schoolers & School-age children

Pre-requisite for Advanced Parenting skills course : Only after completion of Basic Parenting skills, the participants can join this advanced program

2. Module 2: Advanced Parenting skills

- Enhancing Self Esteem, Resilience & Character Strengths of Children
- Parenting skills for handling Challenging Behaviour of Children
- Skills for Adoptive Parents
- Skills for parenting children of Separated & Divorced Parents
- Skills for parenting children with special needs

8. Training on School Psychology for School Teachers

National Coordinator: Dr. Jerina Begum, USTM, Shillong

The training modules include acquisition of skills in School Psychology, lecture cum interaction, demonstration and role-play, skill practice and material preparation, practice workshop with primary and secondary school children, assignments and tests.

The training modules have been prepared by the International School Psychologists standards keeping in mind the skills in psychology necessary by school teachers in the Indian context.

This year the training programme will be held on 03rd and 4th November 2023 between 10.00 and 04.00 pm. The participants will be school teachers and young psychologists.

Experts: Prof. V.S.R. Vijaykumar, Chennai, **Prof. G. Venkatesh Kumar**, Professor of Psychology, University of Mysore, Mysore, **Prof. T. Santhanam**, Chennai, and **Dr. Suja Koshy**, Mumbai

Training Modules

Module I: Theoretical framework of School Psychology

Module II: Life skills Education for School Teachers

Module III: Learning Disabilities Assessment and Intervention

Module IV: Safe and Friendly Schooling

Module V: Mental Health and Well-being in Schools

Duration: Six hours per day for three days (10.00 am to 4.00 pm)

The InSPA will provide workshop resources and hospitality to the teachers. Registration of teachers is free. InSPA will issue the certificate of participation to the teachers.

9. Children Assembly

National Coordinator: Dr. Punita , USTM, Shillong

This is a special event of the InSPA to help and motivate the children. This year Children's Assembly will be held on the third day of the Conference at Pondicherry University, Puducherry on 4th November 2023. The children from various places in and around Puducherry will assemble and interact with the School Psychology experts. A new concept *Memoroid* will be introduced to the children. Maximum of 400 students between the age group 15 -17 years will be admitted to this session.

Expert: **Prof. V.S.R. Vijayakumar.** He is a Former Professor, Chairperson-Research & PhD in the Institute of Management Technology, Nagpur. His area of specialization is Organizational Behavior and Psychometric tests.

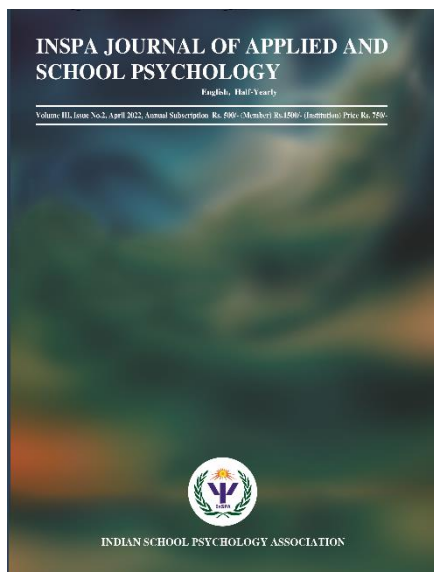
10. UGC CARE Listed

InSPA Journal of Applied and School Psychology

Editor: Prof. Panch. Ramalingam, Pondicherry University

Associate Editors: Dr. Mamta Sharma, Punjabi University, Patiala and

Dr. D. Dutta Roy, Indian Statistical Institute, Kolkata



The UGC CARE listed InSPA Journal of Applied and School Psychology (IJASP) is the newly established peer-reviewed official journal of the Indian School Psychology Association (InSPA). The process of indexing the journal in various databases has been initiated and we hope to make the journal available to a wider audience in the very near future. Each monthly issue of the IJASP is aimed at disseminating advances and innovations in research, training, and practice of school psychology in India. The IJASP welcomes multidisciplinary contributions that are focused on the application of psychology in Indian educational contexts, particularly schools. Particular consideration is given to papers that address the link

between theory and practice, and that focus on evidence-based interventions with implications for school psychologists, counsellors, and the wider school community. The journal publishes theoretical papers, original empirical studies, brief research reports, critical reviews of the literature on research and practice, and book reviews. While the journal emphasizes Indian perspectives on issues faced by school psychologists and other personnel working in educational institutions, international perspectives, and relevant cultural or cross-cultural research are also considered. Twice a year, the journal also publishes a section on emerging trends in practice and themes considered to be of special interest to school psychology. All manuscripts are subject to a double-blind, peer-review process.

11. InSPA Newsletter

Editor: Dr. Priyanka Das, Presidency University, Kolkata

InSPA Newsletter is a communication media among members. It will be published once in three months. The issue will contain a list of members enrolled, minutes of the Governing Council Meeting, activities of the InSPA, professional development of individual members, and announcements of meetings and programmes. Now it has been decided to publish this newsletter quarterly as an e-newsletter by email as well as through our website www.inspa.org.

12. InSPA Book Publications

National Coordinator: Dr. D. Rajendran, Chennai

In India, school psychology has yet to receive recognition as an independent field of study within psychology. In contrast, academic institutions in Western developed nations have been offering school psychology training programmes for many decades. School psychology is offered at the master's and doctoral level in many universities. It is primarily concerned with the educational and psychological well-being of children and adolescents. School psychologists often work in multiple settings such as schools, hospitals, university settings, and in private practice. As mental health professionals, school psychologists are unique, in that they are trained in both, psychology and education. They are trained to carry out a variety of tasks such as psychological evaluations, psycho-educational assessments, developing interventions and providing individual and/or family therapy. They are expected to conduct themselves in accordance with the ethical, legal and administrative codes of their profession.

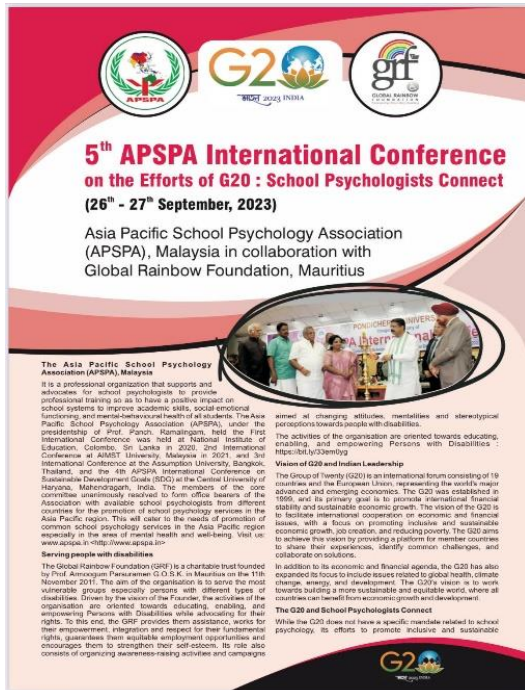
13. 5th APSPA International Conference on the Efforts of G20: School Psychologists Connect

(26th – 27th September, 2023)

The Asia Pacific School Psychology Association (APSPA), Malaysia

It is a professional organization that supports and advocates for school psychologists to provide professional training so as to have a positive impact on school systems to improve academic skills, social-emotional functioning, and mental-behavioural health of all students. The Asia Pacific School Psychology Association (APSPA), under the presidentship of Prof. Panch. Ramalingam, held the First International Conference was held at National Institute of Education, Colombo, Sri Lanka in 2020, 2nd International Conference at AIMST University, Malaysia in 2021, and 3rd International Conference at the Assumption University, Bangkok, Thailand, and the 4th APSPA International Conference on Sustainable Development Goals (SDG) at the Central University of Haryana, Mahendragarh, India. The members of the core committee unanimously resolved to form office bearers of the Association with

available school psychologists from different countries for the promotion of school psychology services in the Asia Pacific region. This will cater to the needs of promotion of common school psychology services in the Asia Pacific region especially in the area of mental health and well-being. Visit us: www.apspa.in



Serving people with disabilities

The Global Rainbow Foundation (GRF) is a charitable trust founded by Prof. Armoogum Parsuramen G.O.S.K. in Mauritius on the 11th November 2011. The aim of the organisation is to serve the most vulnerable groups especially persons with different types of disabilities. Driven by the vision of the Founder, the activities of the organisation are oriented towards educating, enabling, and empowering Persons with Disabilities while advocating for their rights. To this end, the GRF provides them assistance, works for their empowerment, integration and respect for their fundamental rights, guarantees them equitable employment opportunities and encourages them to strengthen their self-esteem. Its role also consists of organizing awareness-raising activities and campaigns aimed at changing attitudes, mentalities and stereotypical perceptions towards people with disabilities.

The activities of the organisation are oriented towards educating, enabling, and empowering Persons with Disabilities : <https://bit.ly/33emoyg>

Vision of G20 and Indian Leadership

The Group of Twenty (G20) is an international forum consisting of 19 countries and the European Union, representing the world's major advanced and emerging economies. The G20 was established in 1999, and its primary goal is to promote international financial stability and sustainable economic growth. The vision of the G20 is to facilitate international cooperation on economic and financial issues, with a focus on promoting inclusive and sustainable economic growth, job creation, and reducing poverty. The G20 aims to achieve this vision by providing a platform for member countries to share their experiences, identify common challenges, and collaborate on solutions.

In addition to its economic and financial agenda, the G20 has also expanded its focus to include issues related to global health, climate change, energy, and development. The G20's vision is to work towards building a more sustainable and equitable world, where all countries can benefit from economic growth and development.

The G20 and School Psychologists Connect

While the G20 does not have a specific mandate related to school psychology, its efforts to promote inclusive and sustainable economic growth can benefit from the application of evidence-based practices in education, including those promoted by school psychology. School psychologists can play a vital role in helping to address educational challenges that may contribute to economic inequality, such as achievement gaps and disparities in educational opportunities.

School psychologists can also contribute to the G20's efforts to promote mental health and well-being, which are critical components of sustainable economic growth. By providing evidence-based interventions and supports, school psychologists can help to promote positive mental health outcomes for students, which can lead to improved academic performance, better social and emotional development, and improved long-term outcomes for individuals and communities.

Key Objectives of School Psychology in Asia Pacific Region and G20

The key objectives of school psychology in the Asia Pacific region and the G20 are aligned with the broader goals of promoting inclusive and sustainable economic growth through education and mental health. Some of the key objectives of school psychology in the region and the G20 include:

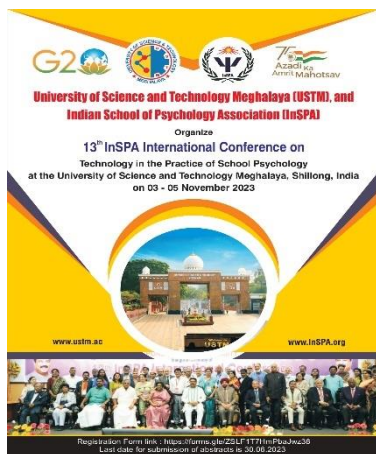
- **Promoting academic success:** School psychology aims to promote academic success by identifying and addressing individual student needs and providing evidence-based interventions to support learning and achievement.
- **Enhancing social and emotional development:** School psychology aims to enhance social and emotional development by promoting positive social relationships, emotional regulation, and resilience.
- **Promoting mental health and well-being:** School psychology aims to promote mental health and well-being by identifying and addressing mental health challenges in schools and providing evidence-based interventions to support students' mental health.
- **Supporting diversity and inclusion:** School psychology aims to support diversity and inclusion by addressing the unique needs of students from diverse backgrounds and promoting equity in educational opportunities.
- **Enhancing parent and community involvement:** School psychology aims to enhance parent and community involvement in education by promoting collaboration between schools, families, and communities.
- **Promoting innovation and technology:** School psychology aims to promote innovation and technology in education by leveraging technology to improve learning outcomes, enhance mental health support, and promote access to education.

To sum up, the key objectives of school psychology in the Asia Pacific region and the G20 are focused on promoting positive outcomes for students, families, and

communities by addressing educational and mental health challenges and promoting sustainable economic growth. By working collaboratively to achieve these objectives, the Asia Pacific region and the G20 can promote a more equitable and prosperous future for all.

14. 13thInSPA International Conference on Technology in the Practice of School Psychology at University of Science and Technology Meghalaya, India on 03 – 05 November 2023

University of Science & Technology Meghalaya



The University of Science & Technology Meghalaya (USTM) [<https://www.ustm.ac.in/>] is the first state private university of science and technology in the entire North East India. The USTM has been accredited with Grade “A” by NAAC in the very first cycle of Assessment and ranked among top 200 universities of the country by NIRF-India Ranking 2022. The university is only 10 years old and is sponsored by the ERD Foundation, Guwahati. It has been established in a picturesque landscape surrounded by tranquil greenery on the Assam-Meghalaya border at Baridua, 9th mile, opposite to the CRPF Group Centre, Ri-Bhoi District of Meghalaya. It is about 85 kms

from Shillong, the capital of Meghalaya and 6 kms from Dispur, the capital of Assam. The university has been established under the provisions of the University of Science and Technology, Meghalaya Act (No.6 of 2008) enacted by the Legislative Assembly of Meghalaya and notified vide Gazette Notification No LL(B)87/2008/21, dated 02.12.2008 of Government of Meghalaya. USTM is empowered by the University Grants Commission, to award degrees as specified by the UGC under section 22 of the UGC Act, 1956. At present, USTM is having an enrollment of more than 5000 students of which nearly 1500+ students are availing free education. Around 90% of its total enrollment is that of rural students, with over 38% are tribal students and 57% are girl students. The University offers UG, PG & Ph.D. degrees under its different schools viz.

- School of Applied Sciences
- School of Biological Sciences
- School of Business Sciences
- School of Engineering & Technology
- School of Education
- School of Social Sciences & Humanities
- School of Pharmaceutical Sciences
- School of Allied Medical Sciences
- School of Law & Research
- School of Language & Culture

The psychology programme is an integral part of Prof. Quomrul Hoque School of Education (PQSE) of the university offering various courses on psychology since 2015. Apart from offering regular courses, this school is organizing various extensive activities and programmes for the students and for the students of other departments of the university. With the 5 permanent faculties, this school is actively engaged in various outdoor activities in community level such as school adoption, organizing various awareness programmes at different levels from primary school to university level. The school is organizing different workshops, seminars, training programmes for faculties, research scholars and students on regular basis. Members of the faculties are actively contributing their counselling service to the students and community people of entire North East region. In the area of research, the school is undertaking various projects and doctoral research.

Transportation Connectivity

The campus is well connected by Rail and Air which is only 15 kms away from Guwahati Railway Station and 30 kms from Guwahati International Airport. There are two major Railway Stations in Guwahati – Guwahati Railway Station (GHY) at the heart of the city, is about 15 kilometers from the Campus and Kamakhya Railway station (KYQ) in front of Kamakhya Temple, is about 20 kilometers from the campus. It takes about an hour to reach the Campus from any of these railway stations.

Places can be visited from university

The Holy Maa Kamakhya Temple(16 Km distance from the USTM campus), Umananda, world's smallest river island(10 Km distance from USTM campus), Majuli, the world's largest river island (150 km distance from USTM campus), Kaziranga National Park-famous for one horn rhino (150 km from USTM campus), Shillong, the capital of Meghalaya (200 km), Mawlynnong, the cleanest village of Asia, Cherapunji, the one of the wettest place on earth and highest rainfall of the world, Living Root Bridges, Elephanta Falls, Don Bosco Museum, Dowki, the cleanest river water.

The Indian School Psychology Association (InSPA) in collaboration with University of Science and Technology Meghalaya is organising the present 13thInSPA International Conference to explore and experience the Global Challenges in School Psychology and ways to deal with it effectively.

The Conference Theme

The theme of the conference is **Technology in the Practice of School Psychology** . “Science is built up of facts, as a house is built up of stones, but a accumulation of facts is no more a science than a heap of stones is a house” (Poincare, 1905, p. 101). The science is evolving at a rapid speed to globally change the conventional methods to innovative streams and models. The School Psychology is a system of psychological services for schools and a distinct discipline within psychology. The range of psychological services provided by a school psychologist is very broad. Therefore, increasing the competencies of the school psychologist, to ease out the problems in

children, and to nurture strength of character in children, are matters of concern. These competencies could be gained by the latest advancements in science and technology. The Professional Development Programmes are vital to meet the challenges educational institutions are facing. Some of these challenges can be met by means of effective coping strategies in the scope of school psychology services by applying technological savvy.

The Conference will not only be a platform to share the latest psychological practices and innovations among the participants, the greater aim is to document them so as to apprise the policymakers for required modifications in the existing frameworks to build open, integrative and vibrant school psychology services. In the context of the New Education Policy of 2020 and the technological advancements in the world provided an opportunity for InSPA and the teachers, who as important members are set to take care of the professional developments in School Psychology with the following aspects:

- The developing technology is helping school psychologists to perform their current functions more efficiently and to see and feel the excitement of future technological applications.
- It addresses not only the assessment of children and adolescents, but including assessment, cognitive behaviour interventions, counselling, and consultation of all spheres of psychology.
- The use of technology in clinical supervision and addresses training provide research implications of mobile apps. It also provides telehealth guidelines that have been developed by professional organisations.
- The learning experience with the help of technology could involve a whole bunch of experiences like project work, problem-solving, fieldwork, and lab work.
- Interacting with the teacher in different ways is where the element of flexibility comes in and designing of learning experiences that provide opportunities for learners to interact with the content in multiple ways and interact with teachers in different channels in different modes.
- The focus on designing of assessment activities by the schools in a novel fashion where thinking and technology is involved.

This Conference will be more useful to the researchers, experts, policymakers and practitioners in the field of School Psychology and related areas from around the world.

15. InSPA Awards 2023

Chairman: Prof. B. Mukhopadhyay, NITTTR, Chennai

Member: Dr. D. Rajendran, Jt. Director of School Education, Chennai

To promote School Psychology in India and to acknowledge the contributions and yeoman services by individuals / Institutions, InSPA has instituted the following awards, which are presented annually. These awards will be presented during the

inaugural session of the 13th InSPA International Conference on School Psychology at University of Science and Technology Meghalaya on 3rd November 2023 at 11.00 a.m.

Shri and Smt. P. A. Sharma Excellence Award 2023

This award is bestowed for the excellent services during COVID19 pandemic. The award has been instituted by Prof. Kiran Devendra, New Delhi in memory of her father and mother.

InSPA Educational Excellence Award 2023

This prestigious award is conferred on an educational Institution for its remarkable services to the field of School Psychology. The award has been instituted in collaboration with Gujarat Law Society, Ahmadabad.

ISPA - InSPA International Leadership Award for School Psychology Services 2023:

This award is bestowed on an individual for his/her remarkable School Psychology services at the international level. The award has been instituted by Prof. Janet Muscut, Secretary, ISPA, UK.

InSPA - APSPT Excellence Leadership Award for School Psychology Services 2023:

This award is bestowed for the excellent educational services rendered for the society and nation by creating awareness among teachers and students on school psychology services. The award has been instituted by the Asia Pacific School Psychology Trust, Puducherry

InSPA School Psychology Services Award 2023

This award is bestowed on an individual for his/her remarkable School Psychology services. The award has been instituted with the honour of the Indian Institute of School Psychology Research and Training.

InSPA - P. K. Subbaraja Trust Best Performance Award 2023

This prestigious award is given to those who have contributed extraordinarily for the promotion of School Psychology services. The award has been instituted by the P. K. Subbaraja Trust, Rajapalayam, Tamil Nadu.

Dr. Barbara Hanfstingl - InSPA Best Paper Award 2023

This award is given annually to the best research paper submitted for presentation in the InSPA annual conference. This award is instituted by Dr. Barbara Hanfstingl. The best paper(s) will be selected by Dr. Barbara Hanfstingl (Chairperson) and the two nominees of InSPA (Members) based on the conference papers submitted for presentation. The select papers will be announced during the conference

Prof. Manju Thakur Leadership Award 2023

This is bestowed on an individual for his/her remarkable School Psychology services in schools. The award has been instituted by Prof. G.P. Thakur, Former President, InSPA, New Delhi.

Prof. Erika Voigt Young Scientist Award in School Psychology 2023

This is bestowed on an individual PhD/MPhil Research scholar for his/her remarkable School Psychology research work/publication/field work. The award has been instituted by Prof. Erika Voigt, School Psychologist, Germany.

Prof. Devendra K. Choudhry InSPA School Psychology Award 2023

This award is bestowed on an individual best trainer of the school psychology. The award has been instituted by Prof. Kiran Devendra, New Delhi in memory of her husband.

Dr. D. Rajendran Best School Counsellor Award 2023

This award is bestowed on an individual best school counsellor. The award has been instituted by Dr. D. Rajendran, Joint Director of School Education, Chennai.

Ln. Dr. Ratna Natarajan Best Educationist Award 2023

This award is bestowed on an individual best educationist in the country. The award has been instituted by Dr. Ratna Natarajan, Former Additional Director of Student Welfare, Pondicherry University.