

InSPA Newsletter



Vol.3, No.3 - 4, July-October, 2012 Indian School Psychology Association (Regd)

www.inspa.info

HIGHLIGHTS....

- | | |
|---|----|
| ■ Concept Note | 3 |
| ■ Workshop on School Psychology for School Teachers | 5 |
| ■ School Psychology Training | 10 |
| ■ 2 nd InSPA Confernece | 11 |
| ■ 34 th ISPA Confernece | 12 |
| ■ A Brief Report to the People on Education 2010-11 | 16 |

InSPA helps Education for All
“Educating a girl child is educating a family”
**Girls’ Education Challenge:
Education for Better Life**



Resource Persons and Teacher Participants of the Workshop on School Psychology



InSPA Governing Council

President

Prof. G.P. Thakur, New Delhi

Vice-Presidents

Prof. B. Mukhopadhyay, Chennai

Dr. V. Muthu, Puducherry

Secretary

Dr. Panch. Ramalingam, Puducherry

Joint Secretaries

Dr. S. Renukadevi, Chennai, **Dr. R.J. Solomon**, Mumbai

Treasurer

Dr. B. Rangaiah, Puducherry

Life Members (01.04.2012 – 31.08.2012)

134/2012 Ms. Diana Manoshi, Bangalore

135/2012 Ms. V. Padmavathy, Madurai

136/2012 Ms. Upasana Saraf, Mumbai

137/2012 Dr. K. Kumar, Puducherry

138/2012 Dr. S. Jeyavel, Puducherry

139/2012 Dr. Kalyani Kenneth, Chennai

140/2012 Ms. Latha Janaki, R., Chennai

141/2012 Mr. Jitendra Kumar Kushwaha, Mumbai

142/2012 Ms. Tazneem Maredia, Mumbai

143/2012 Dr. K. Jayashankar Reddy, Bangalore

144/2012 Mr. Jignesh A. Jani, Anand

145/2012 Dr. P.N. Thomas, Chennai

146/2012 Mr. Sriram Jagannathan, Puducherry

147/2012 Mr. Shriniwas Hanmantu Bura, Solapur

From the Editor's Desk...

We deem it a great privilege to bring out this quartely 'InSPA Newsletter', as a private communicative channel among members. The prime aim is to propagate the activities of the Association such as conferences, training programmes, publication of books, news and views, etc.

We welcome you as a friendly advisor to give suggestions if any, to improve the newsletter so as to reach across the nation and abroad

Yours

Dr. Suneetha J. Hangal

Editor, InSPA Newsletter

Email: suneetha.j.hanagal@gmail.com

For InSPA Membership, kindly contact:

Indian School Psychology Association (InSPA)
(Regd),

#17, 14th Street, Krishna Nagar,
Puducherry - 605 008, India.

Ph: 0413-2212476

website: www.inspa.info

Email: inspaindia@gmail.com

ISPA New Central Office:

International School Psychology Association (ISPA)
Leidseplein 5, 1017 PR Amsterdam, The Netherlands

Phone: +31-20 623 36 77,

Fax: +31- 20 625 59 79

Indian School Psychology Association (InSPA) & SSA, Puducherry

Workshop on School Psychology for School Teachers

September-October, 2012

For further details and Registration:

The State Project Director, SSA

Department of Education, Govt of Puducherry, Puducherry - 605 005

Email: inspaindia@gmail.com



InSPA upholds Education for All
“Educating a girl child is educating a family”
Girls’ Education Challenge: Education for Better Life
Concept Note – 2012

1. Background and Global Context

Realising the fact that “Education for All” is the desired goal for every citizen of the world, it was hoped to promote universal primary education by 2015. According to the recent data an estimated 56 million children of primary school age are not in school in India (UNESCO, 2010).

2. The Indian Context

In the context of India, the net enrolment in primary education is high, especially in states like Kerala, Tamil Nadu, and Karnataka. However, even after implementing various schemes, still a sizable number of children are not enrolled in schools, particularly in the north and north-eastern states of the country.

Data from census highlights that around 0.2 to 0.35 million children aged between 6 – 12 years are not attending primary school. In 2007 this number was 0.5 million (i.e. 12% of this age group). However, the latest census 2011 reveal that 18% children are out-of-school, approximately 0.7 million. The reducing factor is on account of implementation of SSA.

The number of children who are out-of-school in the age group of 6-7 years is around 0.14 million. Another important group of children not in school are those who have dropped out in grade 5. Drop-out rates are still relatively high despite the fact that school fee for basic education was abolished and children from grades 1 to 7 receive free textbooks. Retention of children in school until grade 7 is also a major challenge. The Government of India with equal share of State governments implements several schemes to provide basic education to children in the country namely: Sarva Shiksha Abhiyan (SSA) - Education For All (6 to 14 years), and Rashtriya Madhyamik Shiksha Abhiyan (RMSA) up to 14 years.

The dropout rate for girls too is higher. Children belonging to scheduled castes (SC) and scheduled tribes (ST) continue to face discrimination in schools and have lower enrolment and higher dropout rates. Despite the fact that 46% of children from scheduled tribes and 38% from scheduled castes continue to be out of school, as against 34% in the case of others.

The InSPA, a movement in the field of academics, also aims to promote quality education by applying School Psychology in its new strategic plan (2012-13) and its motto “**Education for Better Life**” will help vulnerable children to get into main stream.

3. Scope and Objectives

This is a pilot programme for girl children in rural areas, and the objectives are to examine the

- (i) Profiles of the children excluded from the school and or are at the risk of exclusion
- (ii) Entry barriers and bottlenecks to schooling of children
- (iii) Weaknesses of existing educational policies and strategies, and
- (iv) Imperative need for social protection.

While implementing the project, an institutional consultancy having expertise and experience in quantitative and qualitative survey, policy research and financial analysis will be involved.

4. Strategies

Following are the innovative strategies to translate the proposed goals in Vanur Taluk, Villupuram, Tamil Nadu

- Integration of School Social Action (of the facilities provided under SSA scheme)
- Counseling of girls (and other vulnerable children)
- Psycho-social guidance for parents
- In- service teacher training.

5. Expected Outcome

- 1500 girl children will directly get primary and secondary education
- Job opportunities will be provided to 1500 parents of marginalized girl children
- 300 women teachers will get school psychology training to take care of girl children
- 30,000 parents from 30 villages will get psycho-social guidance and life skills empowerment training.



Workshop on School Psychology for School Teachers

The Indian School Psychology Association in collaboration with SSA, Puducherry conducted a three day workshop on School Psychology emphasis in Learning Disabilities on 08th - 10th March, 2012 at Puducherry. The training modules included 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 modules have been prepared to train the primary school teachers to cater to the needs of the Indian Schools. The following modules have been trained by the experts:

- Module I: Theoretical framework of School Psychology
- Module II: Role of school psychologists : Overview of ISPA standards and Code of Ethics
- Module III: Knowing the school settings in India : Rules, Acts, Policies and knowing the school settings in India
- Module IV: Safe School and friendly accreditation
- Module V: Indian Education System and Right to Education.

Resource Persons

Prof. P. Jeyachandran, Chennai

He is the former Professor of Mental Health and Psychology, President, Vijay Human Services, Chennai, and Member, Rehabilitation Council of India, New Delhi.



Prof. D. Sambandhan, Pondicherry University

He is Former Dean, School of Social Sciences & International Studies, Pondicherry Central University. He has been the Invited Speaker to various institutes of higher learning and visiting professor to University of Paris-13. He also had the privilege to address senior officers of Reserve Bank of India. He was also the Deputy Chairman of Planning Commission on issues of utmost concerns.

Prof. Rathina Natarajan

He is the former Director of Continuing Education, Tamil Nadu and Additional Director of NSS, Pondicherry University. He was the Governor of Lions Club. He is a renowned trainer and motivator for the teaching and student community. He has conducted thousands of training programmes for the teachers, students and entrepreneurs.





Dr. Panch. Ramalingam, Puducherry

He is the Secretary, InSPA and Reader in the Academic Staff College of the Pondicherry University, Puducherry, India. His research areas include Teacher education, Undergraduate occupational preferences, decision making and mental health, Educational and Counselling Psychology, School Psychology Services, and Career Counselling.

Technical Sessions

- Teacher – Student and Parents Counselling and Guidance and Counselling in Schools by Prof. Rathina Natarajan
- Project on Data Based Decision Making and School Psychology Services by Dr. Panch. Ramalingam, Secretary, InSPA
- Application of Learning Disabilities Tool, Special Schooling and Mental Health, and Identifying Learning Disabilities by Dr. P. Jeyachandran
- Professional Standard, and Code of Ethics by Prof. Mamota Das
- Psycho-Socio-Economic Issues in Friendly Schooling by Prof. D. Sambandhan
- School Bullying - Safe and Friendly Schooling by Dr. S. Suresh

Outcome of the Training Programme

- Created awareness on School Psychology among school teachers
- Promoted collaboration between school psychologists and school teachers leading to enhanced competence for their work
- Promoted communication between professionals and school teachers focused on the improvement of safe and friendly schooling and the mental health of children at school environment
- Promoted the use of sound psychological principles to identify learning disabilities in the context of education in the Union territory of Puducherry, taking into account international and national development
- Developed awareness regarding the national and international standards for trained psychologists who work in the educational systems
- Promoted awareness on the wellbeing of children and the rights of children

- Created awareness about implications of the Right to Education Act in India.

Common Perception of Teachers

A. Psychological Problems:

- i) There is no tolerance among students
- ii) There is no parent support
- iii) The students lie to escape from the punishment
- iv) The student are taking too much of advantage of illness
- v) The students are affected by the character of their parents
- vi) Criticism affects the behaviour of the student.

B. Family background of Children:

- Non co-operative parents (affects the children's interest towards studies)
- Broken relationship between parents
- Psycho-socio problems
- Poverty.

C. School Environment

- Bullying by other children
- Shyness / fear of School environment due to socio economic discriminations
- Personal problems
- Drop-out due to lack of interest in learning
- Children under the bad influence of guardians in the absence of parents
- Lack of concentration in studies on the part of the children who are ill-treated by their step-parents.

D. Managing Psychological Problems

- i) By telling moral stories, music etc.
- ii) Periodical Teacher-Parent meeting
- iii) By appreciating the children
- iv) By asking reasons for absentism in school.
- v) Giving guidance and counseling to the parents
- vi) Establishing relationship.

Skills required by the school teachers

- i) Interpersonal skills
- ii) Skills in identifying problems



- iii) Parental Skills of caring and understanding
- iv) Skills in assessing the students.

Feedback about this Training Programme

- i) There is need for school psychologists in schools to attend student problems
- ii) Provide school psychology training to all teachers
- iii) There should be awareness among the teacher about psycho-social guidance services
- iv) Training should be given to use psychological tools in schools
- v) This training is very useful for teaching
- vi) Avoid training programmes during holidays.

Training Required

The trainees felt that the teachers should record the problems which they come across in their classrooms and a platform be provided so that they can share their problems and seek help from an expert.

A School Psychologist should visit the school once a week or twice in a month. He/she should solve the problems of the children through the teachers. They should not be directly in contact with the students because

1. It will create a gap between student and the regular teacher which in turn affects their academics
2. Teachers must know more about the child than the psychologist in school.
3. School Psychologists must empower teachers in the school.



Shri. R. Parthasarathy, Project Director, SSA distributed the certificates to the participants. Dr. Panch. Ramalingam and Prof. D. Sambandhan graced the valedictory session.

Functions of the School Psychologist

1. He/she should guide the teachers to solve the problems
2. when the problem is severe, he/she should provide direct intervention to the student.

In conclusion, this workshop on School Psychology was unique and the participants have opined that the programme was very effective, useful, inspiring, and has contributed for better knowledge, skills and techniques.

Hence, there was more demand to conduct such training programmes on School Psychology for all teachers in India.





Training on School Psychology in Calicut, Kerala (23 – 28 November, 2012)



The Indian School Psychology Association (www.inspa.info), an affiliate of International School Psychology Association, is a voluntary non-profit organization founded in 2009. The primary aim of the Association is to develop and promote School Psychology in India, value-based education and training to meet the needs of society and particularly to elevate the poor from poverty through school education in India and abroad. InSPA is primarily a professional organisation, taking into account the genuine day to day need of school environment in India. Hence teaching, training, research, and practice are the major concerns of the InSPA. This is first of its kind in Kerala to provide training in School Psychology by inviting internationally reputed trainers. The training modules include acquisition of skills in School Psychology, lectures and 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 keeping in mind the Indian contexts. The InSPA is taking lead to train the School Psychology professionals to cater to the needs of the Indian Schools.

Module i: School Psychology: Past, Present and Future

Module ii: Role of school psychologists, Overview of ISPA standards and Code of Ethics

Module iii: School Psychology: Assessment techniques

Module iv: Safe and Friendly Schooling

Module v: Mental health issues and challenges

Eligibility: Graduates with Psychology as a subject of study. Teachers with B.Ed/M.Ed., Post graduate students who are pursuing Psychology/ Education are also eligible to participate in the training programme

Registration: Registered participants are requested to report at the office of Department of Psychology, Calicut University, Calicut, Kerala on 23.11.2012 at 9.00am

Venue: Department of Psychology, Calicut University, Calicut, Kerala

Course Fee: Rs.5000/- per participants. Course fee should be sent by means of demand draft payable at Pondicherry and in favour of Indian School Psychology Association (InSPA) The course fee includes simple accommodation for seven days, lunch and tea/coffee during the training programme, course kit, and course material, InSPA Newsletter, and a group photo.

Accommodation: will be arranged on request.

Last date for registration: **31st October, 2012**

Training Experts

Prof. Peter T. Farrell, United Kingdom

He is the Sarah Fielden Professor of Special Needs and Educational Psychology in the School of Education, University of Manchester, England and Former President of the International School Psychology Association. He is also a Fellow of the British Psychological Society. He has extensive experience as a trainer of school psychologists in the United Kingdom and has worked with psychologists in seven countries in relation to the development of psychological services. Throughout his career he has worked closely with the British Psychological Society on issues related to the development of psychological services in United Kingdom and through his links with the International School Psychology Association and the European Federation of Professional Psychologists Association, he has been influential in helping to shape the development of psychological services in different countries.

Prof. G.P. Thakur, New Delhi

He is Professor of Psychology in Mahatma Gandhi Kashi Vidyapith, Varanasi and has three decades of experience in teaching, research and administration. He was the Head, Department of Psychology; Dean, Faculty of Social Sciences and Science and Technology and Director, Career planning and Counselling Centre. Presently, he is the President of Indian School Psychology Association, New Delhi.

Prof. P. Jeyachandran, Chennai

Professor of Mental Health and Psychology, President, Vijay Human Services, Chennai. He is the member, Rehabilitation Council of India, New Delhi. He is trained in India and abroad. He is an expert in the area of mental health and learning disabilities.

Dr. Panch. Ramalingam, Puducherry

He is Reader at the UGC - Academic Staff College of the Pondicherry University, Puducherry, India. He has triple Post Graduate degrees (Psychology, Education and Political Science) to his credit and has M. Phil. and Ph.D. in Educational Counselling Psychology from Annamalai University. His research areas are mainly Teacher education, Mental health, Educational and Counselling Psychology, Career Counselling, and Integral Education.

Contact for further details:

Dr. Baby Shari, P.A. (Mob: 09846839369)

InSPA State Convenor, Kerala

Head, Department of Psychology,
Calicut University, Kerala. - 673 635.

Email: inspaindia@gmail.com

Visit us: www.inspa.info



Welcome to Calicut

2nd InSPA National Conference (22-24 November, 2012)

CONFERENCE THEME

School Psychology: Mental Health Challenges

Keynote Speakers

Prof. Peter T. Farrell, United Kingdom

Prof. P. Jeyachandran, Chennai

Prof. Vikram Patel, Pune, Professor of International Mental Health and Wellcome Trust; Senior Clinical Research Fellow at the London School of Hygiene and Tropical Medicine (UK). He is a co-founder of Sangath, a NGO based in Goa (India)

Prof. G. Venkatesh Kumar, Mysore, Professor of Psychology, Mysore University, Mysore. He is a counsellor and conducts training and psycho-social guidance programmes for various sectors.

Proposals for symposia, workshops, individual paper, and poster presentations are invited. Today, school communities are challenged with many psycho-socio issues of children from different ethnicities, races, languages, religions, abilities, and disabilities. The School Psychology should be promoted in India to cater to the needs of the parents, teachers, school administration and policy makers.

Papers: The purpose of a paper presentation is to present research findings and innovative practices. (20 minutes for each paper, including questions from participants). Papers should report on recent developments in applied educational or school psychology in relation to the theme of the conference.

Posters: The purpose is to offer a visual display of presentation, in an attractive way, on a given poster space. Presenters should also offer additional information (leaflets, or brochures) to take away.

Symposia: A symposium permits discussion of a main topic from various points of view. A co-ordinator is responsible for inviting presenters to speak (Format: one co-ordinator and two or more invited presenters, with 20 minutes each for presentation).

Workshops: The purpose of workshop is to enable a practitioner, researcher, or other educational professional to present specific new techniques, methods and tools for psychologists from a practical point of view in relation to the conference theme (Format: 60 to 120 minutes, involving interactive and co-operative activities and discussions among a limited number of participants. In some instances, the participants may need to register in advance).



Dr.M. Abdul Salam
Vice-Chancellor

Submission of Papers: Delegates are requested to submit their abstracts/ papers following APA style (refer website: www.jiaap.in for writing a research paper) on any of the listed sub themes. To ensure a consistent high quality of all the presentations, participants are requested to submit the abstract for 100-200 words and full text less than 5000 words well in advance can be sent on or before 30th September 2012. Abstract and full paper should be sent by email (inspacalicut@gmail.com) or hard copy with CD in MS-Word format only.

Registration Fee:

1 Out station InSPA Members	Rs.2,000
2 Outstation Non members	Rs.3,000
3 Outstation Student InSPA Members	Rs.1,500
4 Outstation Student Non Members	Rs.2,000
5 Local InSPA Members	Rs.1,000
6 Local Non Members	Rs.1,500
7 Accompanying Person	Rs.1,500

No TA/DA will be paid to the participant delegates. However, simple accommodation will be provided on first-come-first-served basis. For more information, contact:

LOC Chair:

Dr. Baby Shari (Mob: 09846839369)
Head, Department of Psychology,
Calicut University, Kerala.- 673 635.

Organizing Secretary:

Prof. C. Jayan
Department of Psychology,
Calicut University, Kerala.- 673 635.
Mob: 09446405056

For Accommodation, Contact:

Mr. Ameen Abdulla: 08547571960



34th Annual Conference of the International School Psychology Association in Montréal, Canada, 9-13 July 2012

Helping the World's Children realize their Dreams
« Aidons les Enfants du Monde à réaliser leurs Rêves »



The welcome speech of ISPA President Juerg Foerster from Switzerland reminded that holding this conference in Montreal meant coming back to the roots of ISPA. Here during the Annual Convention of the American Psychological Association, APA in 1973 the first plans for an International School Psychology Colloquium had been developed. Betts Rivet was one of those ingenious colleagues. The first colloquium was realised in 1975 in Munique and later gave way to the foundation of ISPA. It was an inspiring experience, worthwhile to come this year to this multiethnic, multilingual country witnessing challenges, endeavours and approaches of coping with diversity - an adequate context for our exchange and interaction-oriented ISPA-colleagues. McGill University with its traditional buildings and modern facilities in the centre of the culturally rich Montreal was a comfortable environment.

The Local organizing team headed by Suzette Goguen and Ingrid E. Sladeczek had kept to theme and sub themes the Indian colleagues had chosen the year before, which seem to pinpoint a nowadays central focus of our profession: school- and educational psychologists defining themselves as advocates for the development, well-being and rights of children with parents, teachers, schools and community in a supportive and cooperatively functioning, future-related context.

Around 350 delegates from around 35 nations offered over 240 presentations, allowing a profound exchange of experience and knowledge on research, teaching, intervention and prevention on all organisational levels from individual, group, educational institution to community.

The five **key-lectures** reflect the broad range of topics:

“Multitiered Support Systems creating school-wide positive Behaviour Support” by Gearge Sugai (USA), “Legal Issues connected to Online Social Communication” by Shaheen Shariff (Canada), “A comprehensive multi-sensory Approach to stimulate Child Development” by Marta Bogdanowicz (Poland), “Gender Differences in School Engagement, an ISPA-multinational research-project comprising 12 countries” by Shui-Fong Lam (Hong Kong).

Three **whole-day pre-conference workshops** were held on:

- “Building Resilience for high risk children” by Steven Shaw (Canada) and Anna Jankowska (Poland)
- “Building Conflict Management Skills for a supportive and effective learning Environment” by Jennifer Batton (USA)





- “School Crisis Prevention and Preparedness” by Shane Jimerson (USA).

Density of exchange is characteristic for ISPA conferences. As usual it was supported by interaction groups, openness of professional meetings like general assembly, committees and interest groups and the high amount of active forms of presentation like workshops and symposia in the scientific program, besides papers and posters. Below follows an overview on the major fields of content and topics, showing an on-going trend towards preventive programming and comprehensive multilevel interventions:

- **Mental health** - Well-Being targeted by a Child Rights Curriculum (Canada, USA, Brazil, Puerto Rico et al.); comprehensive school-based and -linked health programming (Canada); early interventions to support social readiness and adjustment by parent-child connectedness (Greece, Lithuania); fostering well-being by understanding and handling emotions in the classroom (UK, Australia);

Chinese mothers' education by love and control (Hongkong).

- **Social and Emotional Learning** - effectiveness of early, continuous, school-integrated programs in rural and other context (USA, Portugal); learning support skills and self-regulation by “Second Step, SEL” (Lithuania, Japan); Children's Rights and Social Justice Training (USA); shared decision-making in class, understanding, prevention and management of peer and prevention of bullying by applying positive psychology (UK, Australia, New Zealand); preventing violence induced by videogames through extracurricular activities (Canada); creating acceptance of sexual diversity (Netherlands).

- **Inclusive Education** - teacher training (Malta); research on factors of effective inclusion: teachers'



competences, commitment and beliefs on special needs students', curricular adaptations and school ethos (UK); special tasks connected to behavioural problems and autism (Canada, Brazil).

- **Crisis Intervention** - prepare teachers to deal with the needs of traumatized children(USA); school's system response to disaster: teacher's role and outside helpers cooperation (USA, Japan, Europe); deal with crisis, violence, school shooting (USA); resilience and suicide risk in economic crisis (Greece, USA.)

- **Service Delivery** - Building-up a school psychological support system (Cuba); a model to analyse system dynamics as base for system change (Israel).

- **Cognition and Learning** - executive and academic functioning: hidden learning disabilities, resilience and self-efficacy (USA); multilingual reading processes (Jamaica), abilities and cognitive patterns in Mathematics and English (Mexico, USA); nurturing giftedness (Hongkong); motivation in higher education (India); emotional factors in academic learning (Canada); learning approaches at tertiary level (Australia).

- **Special needs' Diagnosis and Intervention** - components of academic achievement: early intelligence and ability related to language diversity (Jamaica, Canada); borderline intelligence (Poland, French Guiana); anxiety, fear, values, self-esteem and aggression influenced by parenting, reduced by physical activities and play of life therapy (Nigeria, Lithuania, SAU); excluded students' reintegration (Australia); early diagnosis and intervention of autism (USA, Canada); adoptive, institutionalised, looked-after, children (USA, UK); refugee students' needs (Canada); drop-out-prevention (USA).



■ **Teachers' Training and support** - their explaining the relation between emotion and achievement (Canada); their beliefs about school environment (Cyprus); their understanding of racial discrimination in classroom (Brazil); their making use of students' data (USA) ; their dealing with emotions in relation to achievement, training positive behaviour of advisor /advisee (Canada).

■ **School Psychologists' Training and Support-**comprehensive consulting models (USA, Canada); internships and assessment approach (Canada); training of multicultural competence and ethics of our profession (China, USA, Greece).

■ **Multinational Co-operations** are among the most remarkable ISPA contributions to our profession -

examples: Research Projects on "Well-being and Children's Rights" initiated by Bonnie Nastasi, on "Gender-Specifics in academic achievement" presented by Shui-Fong Lam, on "SEL-Research" presented by Reizo Koizumi et al.; building net-works on "Crisis intervention" (Bill Pfohl) and on the "School Crises Preparedness Program" (Shane R. Jimerson); training offers: the International Institute of School Psychology and the ISPA-Accreditation Program.

Density of exchange is characteristic for ISPA conferences. As usual it was supported by interaction groups, openness of professional meetings like general assembly, committees and interest groups and also the high amount of active forms of presentation like workshops and symposia in the scientific program. These are the arrangements creating the "typically" warm and family-like ISPA climate.

The cultural presentations enriching opening and the farewell ceremony invited us to enjoy traditional back pipe music and Inuit drummers and their dances, besides the participants were fondled by the delicious food and comfortable accommodation. - A heartily thanks to the organisers, who did not have an easy job!

In 2013 the 35th ISPA-Conference will take place in Porto/Portugal on 17-20th July. Further information: www.ispaweb.org

Erika E. Voigt, Goettingen, July 2012

Indian Children's Assembly Song (2011)

"No Child To Be Left Behind"

Let us welcome everyone
Hello, welcome "Vanakam"
Growing friendships on this day
Let us all say "Namaste"
CHORUS: International School Psychology

We are here in Tamil Nadu
We would like to talk with you on
Children's rights and what we need
Let us share and plant this seed
CHORUS: Indian School Psychology

Children's rights in every nation
Every child to get an education
Being happy, being kind
No child to be left behind
CHORUS: I. S. P. A.



**Prof. Erika E. Voigt with
Dr. Panch. Ramalingam in Dublin**





Memorandum of agreement between Indian School Psychology Association (InSPA) and Association of Young Psychologists in Bulgaria “4th April”(AYPB “4th April”) Strategic Partnership Background and Partnership goals

The bases of the partnership between InSPA and AYPB “4th April” were laid in January 2012 at the School Psychology Conference in Pondicherry, India. During the conference, the leaders of the above mentioned organizations – Dr. Panch Ramalingam and Borislav Slavchov discussed the possibilities for future collaboration and long term partnership between both organizations. The main motives for collaboration are:

- Similar goals and activities of the organizations
- Need for exchange of experience and good practices
- Need for using the expertise of psychologists in India and Bulgaria for the development of joint training programmes, researches and social activities
- Need for international exchange and conduction of joint international researches and projects.

The following partnership goals were set:

- Promotion of knowledge of psychology in society
- Development of important psychological skills among teachers and students
- Development and accomplishment of concrete joint-project and activities with psychological and social impact
- Exchange of good organizational practices related to the management and development of non-profit psychological associations
- Exchange of specialists and volunteers between both organizations
- Supportive collaboration for realization of the main activities of both organizations in psychological and social fields
- Development and accomplishment of joint cross-cultural scientific researches and projects for enrichment of the psychological knowledge and its practical implementation for the benefit of society
- Realization of voluntary services from young psychologists in support of children, youths and communities in need.

Role of the Association of Young Psychologists in Bulgaria “4th April”

- To provide “know-how” and good practices in the field of psychological counseling, psychology education, project management and others
- To provide experts and volunteers for implementation of some activities of the InSPA with social application in India
- To provide support for the education and professional qualification of psychologists, teachers, psychology students and other groups in India interested in psychology.
- To encourage participation of experts from AYPB as trainers in training programmes in India organized by InSPA.
- To assist in conducting joint cross-cultural researches.
- To assist in establishing professional contacts and exchange of good practices and models from the European Psychological Society. (Through the membership in the European Federation of Psychology Students’ Associations and the EUROPLAT)
- To assist in the improvement of cross-cultural interactions among psychologists from Bulgaria and India (as well as throughout Europe).
- To promote the Indian culture and Indian experience in the field of psychology and social activities in Bulgaria.
- To support the promotion of InSPA across Bulgaria and Europe by way of contacts with Bulgarian Universities and other professionals in area of psychology.

Role of the Indian School Psychology Association (InSPA)

- To provide exchange programmes in the field of school psychology, psychological counseling and psychology education
- To provide experts for an active participation in joint projects in the social area



- To assist in active collaboration for the development and implementation of joint scientific researches
- To assist organizing and implementing joint programmes for non-formal education of youth and young specialists
- To help in the establishment of professional contacts and exchange of good practices and professional models from Indian psychologists – lecturers and practitioners in the psychology
- To assist in the establishment of contacts among AYPB 4th “April” and other organizations and institutions in India working in the social field
- To enhance in the improvement of cross-cultural interactions among young psychologists from India and Bulgaria (as well as throughout Europe).
- To popularize the Bulgarian culture and Bulgarian experience in the field of psychology and social activities in India.
- To encourage participation of experts from AYPB in annual training programmes in India.

Deadline for the accomplishment of the agreements:

The active implementation of the roles of both partners in the current memorandum will be applicable from the date of signing and sealing the document. The memorandum's validation is termless.

If new agreements are needed they will be regulated by an annex enclosed in the current memorandum.

Indian School Psychology Association (InSPA)
Puducherry - 605 008, India.

Announcement

Governing Council Meet: **22nd November, 2012** at 5.00pm
General Body Meet: **22nd November, 2012** at 6.30 pm
Venue: Department of Psychology, Calicut University, Kerala

Proposals invited

1. To conduct 3rd InSPA National Conference in November 2013
2. To conduct State level survey for assessing the need for training on School Psychology
3. To prepare suitable modules for School Psychology Training Programmes in Indian context
4. To conduct seminar/workshops on School Psychology

For more information, contact:

Indian School Psychology Association (InSPA)
#17, 14th Street, Krishna Nagar,
Puducherry - 605 008, India.

Journal of Psychological Researches (JPR)

Email: jprjournal@gmail.com

In commemoration of the 2nd InSPA National Conference, the JPR will bring out Special Volume on School Psychology. The last date for submission of papers is 30.10.2012. Further details if any, contact:

Indian School Psychology Association (InSPA)
#17, 14th Street, Krishna Nagar,
Puducherry - 605 008, India.



April 5, 2012

Guidelines for Preparing High School Psychology Teachers Approved

New guidelines to State Boards of Education

WASHINGTON—The American Psychological Association Council of Representatives has approved a new set of national guidelines that outline models for preparing high school teachers to teach Psychology effectively. The guidelines will be distributed to all states and the District districts of Columbia boards of education Boards of Education for review and consideration for implementation.

“These guidelines are the foundation for preparing professionals for the teaching and learning of psychological science at the high school level,” said Kenneth A. Weaver, PhD, chair of APA’s Board of Educational Affairs Working Group for the Certification and Training of High School Psychology Teachers. “They are designed to be read and used by state departments of education regardless of whether they choose to officially implement them.”

The guidelines replace an expired 1978 APA policy that recommended courses for the certification of secondary school psychology teachers. Although APA has significantly supported and promoted the teaching of high school psychology over the past three decades, the 2012 guidelines are APA’s first official statement on psychology teacher preparation since the previous policy.

The new guidelines were developed to align to APA’s *National Standards for High School Psychology Curricula* (APA, 2011), a document that provides learning benchmarks for students taking the high school psychology course. APA expects high school psychology teachers to have the preparation necessary to teach the course as specified in the National Standards.

APA advocates two strategies, a course-based model or a standards-based model, to prepare new psychology teachers. Across the nation, states use these two approaches to prepare new teachers. The course-based approach requires completion of at least 30 credit hours of psychological science course work to meet the federal definition of a highly qualified teacher. The course-based models consist of categories of required or elective courses and a semester-long student teaching experience.

The new guidelines also contain the following standards-based model to strengthen effective teaching:

- Standard 1. The teacher of Psychology knows and can explain the major theoretical approaches, research findings and historical and contemporary trends in the science of Psychology.

- Standard 2. The teacher of psychology demonstrates how psychologists use major research methods including design, data analysis and interpretation.

- Standard 3. The teacher of psychology applies the major theoretical approaches in psychology to reality-based educational, emotional, ethical, motivational, organizational, personal and social issues.

“An effective teacher enables students to see the relevance of Psychology in their lives,” Weaver said.

For both approaches, indicators are provided as suggestions for how pre-service teachers can demonstrate mastery of the content. The guidelines also provide recommendations for current high school Psychology teachers who do not have credentials in Psychology.

APA advocates the development of a teaching credential endorsement for psychology in all states, and recommends that pre-service teachers complete a second teaching field or endorsement for their teaching credential. The APA Education Directorate will periodically review and revise the guidelines, which will expire in February 2019.

Psychology is a popular and growing high school course. Nearly 30 percent of graduating students in 2009 earned psychology course credit during high school, according to the National Center for Education Statistics. In 2011, nearly 198,000 students took the Advanced Placement Psychology Exam and more than 16,000 students took the International Baccalaureate Psychology Exam.

Members of the working group that developed the new guidelines were: Kenneth A. Weaver, PhD, chair, Emporia State University; Mary M. Brabek, PhD, New York University; Jane S. Halonen, PhD, University of West Florida; Arthur M. Horne, PhD, University of Georgia; Debra E. Park, Rutgers University, West Deptford High School, Westville, N.J., retired; and Michael J. Ray, Verona Area High School, Verona, Wis.



"Education is the true alchemy that can bring India its next golden age. Our motto is unambiguous: All for knowledge, and knowledge for all".

**-The President of India
Shri Pranab Mukherjee**
(25th July, 2012)

A Brief Report to the People on Education 2010-11

The Report 2010-11, MHRD presents the initiatives undertaken and progress in Education sector during the last one year. It highlights the priority areas and ongoing efforts of the Central Government for expansion and improvement of education. The Report to the People on Education brings forth the issues and strategies falling under the mandate of Department of School Education and Literacy; and Department of Higher Education. The Report aims to present an overview of all sectors of Education viz. Literacy, Elementary Education, Secondary Education and Higher and Technical Education and delineates the strategies being pursued by the Ministry for promoting access with equity and quality in education. The Report is in four parts. Part I describes the Minister's articulated need and efforts for inclusive education in all sectors and highlights the current initiatives undertaken. Part II discusses the issues and initiatives undertaken in the areas relating to literacy and school education. 'Saakshar Bharat', one of the flagship programmes of the Government, aims to establish a fully literate society. It has extended its reach to 24 States and one Union Territory. The Report describes the innovation in planning process, implementation and management of the Saakshar Bharat (SB) through WePMIS—A web based planning and monitoring tool. The Report also emphasizes

In line with the goal of nation building, India has been committed to providing free and compulsory education to all children. Towards this end, Indian Parliament has enacted a legislation making free and compulsory education a Right of every child in the age group 6-14 years which has come into force from 1st April, 2010. Rashtriya Madhyamik Shiksha Abhiyan has been launched recently as a step to universalize secondary education

(MHRD, 2012)



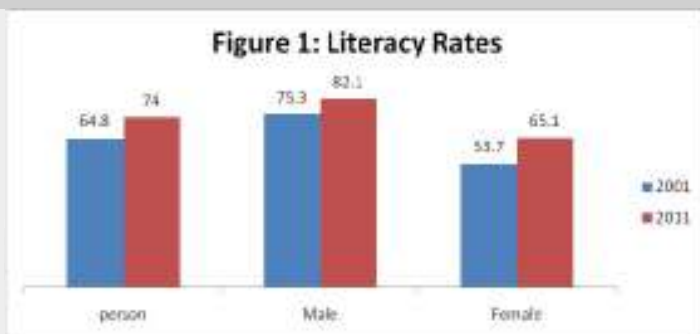
Primary education is absolutely essential, because it creates the base, and higher education is just as important, for it provides the cutting edge. Planned initiatives for school education and higher and professional education sectors were based on expansion, inclusion and excellence. The implementation of "The Right of Children to Free and Compulsory Education Act", in April 2010, is bound to enhance access to quality education to an estimated 8.1 million out-of-school children. The requirements of the Act have been aligned with the norms under Sarva Shiksha Abhiyan (SSA). In elementary education, substantial progress has been achieved in increasing equitable access to schooling. Now the thrust has been to improve the quality of school education and learning outcomes.

Kapil Sibal
Minister of Human Resource Development
New Delhi

Achievement during the period 2005-06 to 2010-11

Components	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Children covered (in crores)	11.04	10.88	11.37	11.74	11.04	10.46
Foodgrain allocated (MTs in lakhs)	22.51	21.60	24.79	20.30	29.40	32.03
Budget allocation (Rs. in crores)	3345.28	5348.00	6676.00	8000.00	7359.15	9440.00
Total Expenditure* (Rs. in crores)	3188.33	5233.47	5835.44	6888.02	6937.79	9124.52

* Including cost of food grains.



on the role of convergence and partnership practices, Corporate Social Responsibility (CSR), Jan Shikshan Sansthan for achieving the goals of the SB programme.

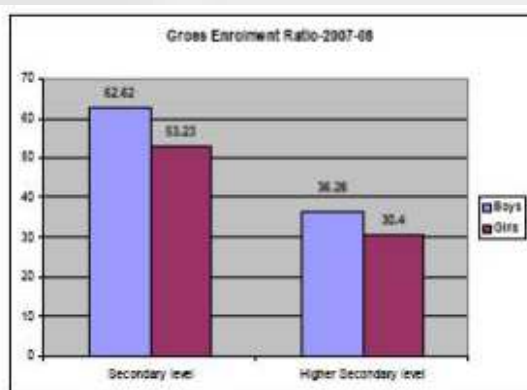
Making quality elementary education available to all has been one of the important concerns of the government. Implementation of "The Right of Children to Free and Compulsory Education Rules 2010" by aligning its Report to the People on Education requirements with SSA has gained impetus. The Report notes that under SSA, access to school education has reached 99 per cent of rural population; there has been decline in drop-out rate to 24.93 per cent; an improvement in TPR, and GPI; and an increase in enrolment of children with special needs. Equity issues for access and retention of girls are being addressed with NPEGEL and KGBV schemes, and for children belonging to minority groups through SPQEM and IDMI schemes. The Report also underlines the development of Educational Development Index for tracking the progress of States towards UEE. Reforms in Teacher Education Programmes include development of National Curriculum Framework of Teacher Education (2009) in the light of the NCF, 2005, and the principles laid down in the Right of Children to Free and Compulsory Education (RTE) Act, 2009 and minimum academic and professional qualifications laid down for appointment of teachers. Furthering the goals of achieving UEE is MDM programme which now covers 10.46 crore children and



Table 2: Progress Overview during 2010-11

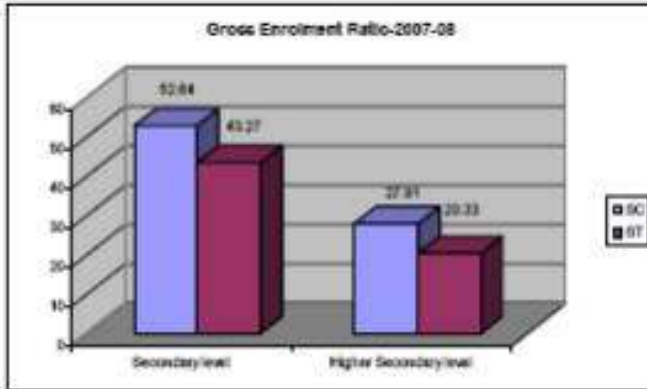
Activity	Achievement
Access	99% of the rural population has a primary school within 1 km; 3,66,559 new schools opened till September, 2010.
Drop-out Rate at the primary level	Drop-out Rate declined to 24.93% in 2008-09 from 39.03% in 2001. Drop-out Rate for girls declined by 16.98% points during the same year.
Teacher Pupil Ratio	In 2008-09, the level was 44:1 for primary and 34:14 upper primary level. 11.13 lakh teachers were recruited till December, 2010.
Gender Parity Index	Improved from 0.83 in 2001-02 to 1.00 in 2008-09 at primary level and from 0.77 to 0.96 at upper primary level
Enrolment of Children with special Needs	29.72 lakh identified and 24.59 lakh children enrolled in schools by September, 2010

Source: MHRD Annual Report, 2010-11



Source: Statistics of School Education, 2007-08

an intensive health care programme in collaboration with National Rural Health Mission. The RMSA, launched to fulfill the need for increasing demand for secondary education aims for universal access to secondary education by 2017 and universal retention by 2020. The Report notes that GER for secondary and higher secondary (all categories) is 58.65 and 33.48 respectively. To improve access, the Report mentions that setting up of Model Schools in educationally backward blocks through State/UT government is continuing. Other initiatives such as ICTs in schools, building of hostels for



Source: Statistics of School Education, 2007-08

girls, National means cum merit scholarship scheme, National scheme for incentives to girls for secondary education, Open Distance Learning, Kendriya Vidyalayas, Navodya Vidyalayas and Inclusive Education of the Disabled at the Secondary Stage are discussed in the Report. The demand for skilled workforce is increasing across the country and abroad. Strengthening of vocational education is emphasized by the Report in order to decrease the demand and supply mismatch in this sector. (Source: <http://mhrd.gov.in>)

Web Portal on Education for All in India

Free and compulsory education to all children up to the age fourteen is constitutional commitment in India. The Parliament of India has recently passed Right to Education Act through which education has become fundamental right of all children.

The site-Education for All (EFA) in India presents up-to-date information regarding activities initiated in the field of elementary education in India. It presents National Policy on Education (1986,NPE) & its Programme of Action (POA, 1994) as well as goals and objectives of Education for All in India. A separate section is devoted on to District Primary Education Programme (DPEP) in terms of its framework, planning methodology adopted in developing District Primary Education Plans.

Sarva Shiksha Abhiyan (SSA), launched in 2001is the most recent initiatives of the Government of India, which presents its guidelines, planning methodology, data on elementary education created under District Information System for Education (DISE), list of districts covered, addresses of state implementation societies and outcome of the research studies conducted on school

attendance, teachers absenteeism, out-of-school children, mid-day meal and many other aspects of elementary education in India.

The site has separate channel for Educational Management Information System (EMIS) and presents school, district and state report cards as well as elementary education in rural and urban India and DISE Flash Statistics and analysis of data in the form of Elementary Education in India: Progress towards UEE, Analytical Report for 2006-07 and previous years. In addition, district-specific information on key variables concerning all the aspects of universal elementary education (UEE) is presented. The site also presents recent activities towards Rastriya Madhyamik Shiksha Abhiyan (RMSA) which is the most recent initiative of Government of India to achieve the goal of Universalisation of Secondary Education (USE).

There is separate channel for educational statistics which presents Selected Educational Statistics brought out by the Ministry of Human Resource Development (MHRD) for different years. In addition, the site presents state and district-wise population (male, female and total, sex ratio, child sex ratio (0-6 year), density of population, population by religions, workers and non-workers and other such variables) and literacy rates (male, female & total, rural and urban areas and scheduled Castes and Scheduled Tribes) based on 2011 Census.

The site includes book reviews, educational links, UNESCO-UIS software for educational planners and many important documents such as common school system, modules on district educational planning and projections and forecasting of population, enrolment and teachers - all which are important for those in educational planning and administration. It has a separate channel on educational planning covering training at district (DIET), block, cluster and national level.

(Source: <http://www.educationforallindia.com>)

Now you can join with InSPA at Facebook

<http://www.facebook.com/pages/Indian-School-Psychology-Association-InSPA>





News and Views



Shri Kapil Sibal, Minister of HRD, inaugurated the 4th International Policy Dialogue Forum on Teacher Challenges for EFA on May 29, 2012. He opened the Forum with an emphasis on the “need to redefine literacy.” Shri Sibal said that literacy needs to be redefined in the context of 21st century requirements, keeping in mind the huge advances in technology. He also asked the UNESCO to lead from the front in this effort. Apart from the Dialogue Forum, the Minister also inaugurated a walk-in-exhibition that showcased India’s contemporary approach to teacher education. While addressing the gathering, he suggested a few ways to improve the quality of teachers, some of which are creating a pool of pedagogy, Creating data banks with education material, a pool of high quality teachers, whose teaching can be web cast, and a system of evaluation of teachers in the form of self-evaluation.

InSPA Consortium of Schools



First meeting of the Consortium of Schools

The following schools have joined in the consortium:

1. Bharatha Devi English High School, Madagadipet
2. Appu English High School, Villianur
3. Arutperunchothi Vallalar English Middle School, Mangalam
4. Gandhi High School, Thirukkanur
5. Raddha English High School, Ariyankuppam
6. Motherland English High School, Ariyankuppam
7. Newland English High School, Kompakkam
8. Baghavan Sri Ramakrishna English High School, Vadamangalam
9. Bharathi English High School, Sorapet
10. Subramania Bharathi English High School, Thirukkanur

New Book 2012...

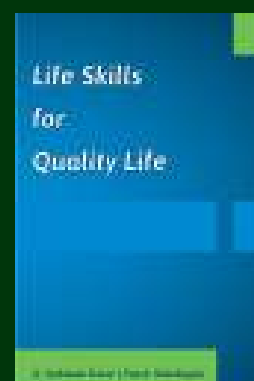
G. Venkatesh Kumar and Panch. Ramalingam (2012). *Life Skills for Quality Life*, Puducherry Co-operative Book Society, Puducherry, Price: Rs.550/-

The Indian Academy of Applied Psychology was established half a century ago in 1962. We are now celebrating the Golden Jubilee of the Academy with several academic and professional activities that are slated for 2012. On this occasion the Academy’s Journal: Journal of the Indian Academy of Applied Psychology has brought out a special issue of the Journal to commemorate the Golden Jubilee, that was released during the 47th National Conference held at Toc H institute of Science and Technology, Cochin.

This volume is another addition to the Golden Jubilee celebrations. There are 23 papers included in this volume. I sincerely hope that these papers will help the psychologists and researchers who are interested in the field of life skills education.

Habib Ahmad

Former President, Indian Academy of Applied Psychology
New Delhi





A newsletter for the private circulation to the members of InSPA