

InSPA NEWSLETTER

For Children • For Schools • For a Better Tomorrow

Healthy
Children
Supportive Schools
Inclusive Society

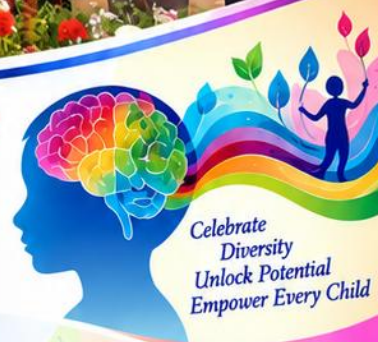
Together
for Brighter
Futures

Volume 17 | Number 4 | October 2026 | Pages 24



16th InSPA International Conference on Empowering Neuro Diversity

N.K.T. National College of Education for Women, Chennai | 5 – 7 August 2026



OUR FOCUS AREAS



School
Mental Health



Inclusive
Education



Neuro
Diversity



Life Skills
and Well-being



Teacher
Support



Safe and
Supportive Schools

“
Every Learner
is Unique,
Every Mind Matters
”

Research • Practice • Policy • Collaboration



Towards
Happy Schools
and Brighter Futures



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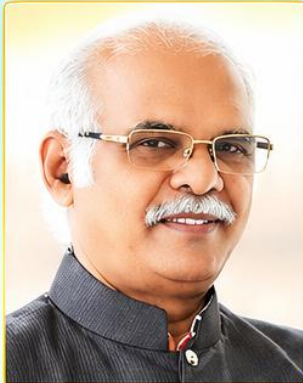
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Editorial Message



Ideas for Today
Actions for Tomorrow

Knowledge
Compassion
Inclusion
Action



Prof. Panch. Ramalingam
President
Indian School Psychology
Association (InSPA)

“Every child
is unique,
every mind matters.
Let us build
inclusive schools
and compassionate
communities
together.”

Dear Members, Colleagues and Friends,

It gives me great pleasure to present this edition of the InSPA Newsletter (Volume 18, Number 4, October 2026). This issue brings together the vibrant activities, academic initiatives and collaborative efforts of our members and partners, reflecting our shared commitment to promoting the mental health, well-being and holistic development of children and young people.

The 16th InSPA International Conference on “Empowering Neuro Diversity”, held from 5–7 August 2026 at N.K.T. National College of Education for Women, Chennai, was a remarkable success. The conference provided a rich platform for dialogue, learning and collaboration among school psychologists, educators, researchers and practitioners from India and abroad. The deliberations highlighted the importance of inclusive education, mental health support, early intervention and evidence-based practices in diverse school settings.

This newsletter also features reports on regional activities, member achievements, training programmes, research contributions and forthcoming events. I am particularly pleased to see the growing participation of young professionals and students, which gives me confidence in the future of school psychology in India.

As we move forward, InSPA remains committed to strengthening professional networks, advancing research and practice, and influencing policy for child-friendly, inclusive and mentally healthy schools. Let us continue to work together to create supportive educational environments where every child, regardless of ability, background or circumstance, can learn, grow and thrive.

I thank the editorial team, contributors and all members for their continued support. I also extend my appreciation to our institutional partners, volunteers and well-wishers who make InSPA's initiatives possible.

Together, let us keep the momentum going—because healthy minds, supportive schools and inclusive communities can build a brighter future for every child.

With warm regards,

Prof. Panch. Ramalingam
President
Indian School Psychology Association (InSPA)



Nurturing Minds
Building Better Futures

Children
Inspire Us
to Build a
Better Tomorrow



Research



Practice



Policy



Collaboration



Together
for Every Child

Report of the 16th InSPA International Conference “Empowering Neuro Diversity among Children”

5–7 August 2026

NKT National College of Education for Women, Triplicane,
Chennai



The Indian School Psychology Association (InSPA), in collaboration with NKT National College of Education for Women, Chennai, organised the **16th InSPA International Conference** on the theme “**Empowering Neuro Diversity among Children**” from **5 to 7 August 2026** at NKT National College of Education for Women, Triplicane, Chennai. The three-day international conference was organised with the objective of creating greater awareness of neurodiversity and promoting inclusive educational and psychological practices for children with diverse developmental, learning, behavioural and emotional needs. The conference brought together psychologists, school psychologists, educators, teacher educators, researchers, counsellors, special educators, medical professionals, policymakers and students from India and abroad.

The conference provided an important academic and professional platform for examining contemporary perspectives on the understanding, education and psychological support of neurodivergent children. It emphasized the need to recognize neurological differences as an integral part of human diversity rather than viewing them solely from a deficit perspective. The central philosophy of the conference was that every child possesses unique strengths, abilities, talents, interests and learning needs and that educational institutions should provide appropriate opportunities, resources and support to enable every child to realize his or her full potential.

The conference was inaugurated on 5 August 2026 at 9.00 a.m. at the college campus. The inaugural function was attended by distinguished dignitaries from the Governments of Tamil Nadu and Puducherry, eminent academicians, psychologists, educationists, researchers and professionals from various fields. Shri P. Rajavelu, Hon'ble Minister for Art and Culture, Government of Puducherry, participated as the Guest of Honour. The inaugural programme also included the presentation of the InSPA Fellows 2026 and InSPA Awards 2026, recognising distinguished contributions to psychology, education, school psychology, research and professional service.

Dr. M. Arumugam, Secretary of the College, welcomed the dignitaries and participants. Prof. Panch. Ramalingam, President, InSPA, presided over the inaugural function and delivered the theme address, highlighting the importance of recognizing and empowering children with diverse neurological and developmental profiles. Prof. T. Santhanam, Coordinator of the Conference, presented the scope and objectives of the conference, while Dr. D. Rajendran, Secretary, InSPA, presented a report on the activities and achievements of the Indian School Psychology Association. Prof. Wael Abu Hussain, Arab American University, Palestine; Prof. Michiko Ishikawa, Japan; and Shri T. Ganesan, Malaysia, delivered special addresses. Dr. Chamundeeswari Rajendran felicitated the dignitaries and participants. Dr. A. H. Komala, Principal of NKT National College of Education for Women, proposed the vote of thanks.

The conference witnessed the participation of more than 400 **delegates**, including scholars, researchers, teachers, psychologists, counsellors, special educators and students. The participation of scholars and professionals from different countries enhanced the international character of the conference and provided opportunities for cross-cultural exchange of knowledge, research findings and professional experiences relating to neurodiversity, inclusive education and school psychology.

Prof. M. V. R. Raju, President, Indian Academy of Applied Psychology, Andhra University, Visakhapatnam, delivered the keynote address. The scientific programme was extensive and included more than 209 research paper presentations across 20 scientific sessions. In addition, the programme included two symposiums, two workshops and panel discussions, covering contemporary theoretical, empirical and applied issues. The scientific sessions provided researchers and professionals with opportunities to present their findings, exchange ideas and examine the practical implications of research for schools, teachers, parents and mental health professionals.

The conference addressed a wide range of contemporary issues relating to neurodiversity, including Autism Spectrum Disorder, Attention-Deficit/Hyperactivity Disorder, Specific Learning Disabilities, Intellectual Disabilities, Giftedness, emotional well-being, inclusive education, school mental health, counselling interventions, psychological assessment, assistive technologies, Artificial Intelligence in education, teacher preparation, parental involvement and evidence-based school psychological services. The deliberations reflected the multidisciplinary nature of contemporary approaches to neurodiversity and emphasized the importance of collaboration among psychology, education, special education, medicine and other related disciplines.

Autism Spectrum Disorder was one of the important areas discussed during the conference. The presentations examined early identification, psychological assessment, communication, social development, behavioural support, educational intervention and inclusive classroom

practices. The need to recognize the strengths and capabilities of children with autism and provide individualized educational and psychological support was emphasized.

Attention-Deficit/Hyperactivity Disorder was discussed from psychological, educational and developmental perspectives. The sessions focused on classroom management, attention and concentration, executive functioning, behavioural support, counselling and effective teacher strategies. The importance of creating supportive and responsive classroom environments rather than relying exclusively on punitive or exclusionary approaches was highlighted.

Specific Learning Disabilities received considerable attention during the scientific sessions. Researchers and practitioners discussed difficulties relating to reading, writing, mathematics and other academic skills, together with the importance of appropriate assessment and evidence-based intervention. The conference emphasized the need for teachers and school psychologists to identify children's learning needs at an early stage and provide individualized and developmentally appropriate support.

The conference also addressed Intellectual Disabilities and the educational and psychological support required by children with intellectual and developmental differences. Discussions emphasized individualized educational planning, development of functional skills, social participation, family support and meaningful inclusion. The importance of ensuring dignity, independence and participation of children with disabilities in school and community life was strongly emphasized.

Giftedness was also considered an important dimension of learner diversity. The conference recognized that children with exceptional abilities and talents require appropriate educational opportunities and enrichment. The importance of early identification, differentiated instruction, enrichment programmes and opportunities for creative and advanced learning was highlighted.

Emotional well-being and mental health constituted important components of the conference deliberations. Participants discussed anxiety, emotional regulation, self-esteem, resilience, peer relationships, social adjustment and other psychological concerns affecting children. The need for preventive and promotive mental health programmes in schools was emphasized, together with the importance of accessible counselling and psychological services.

Inclusive education emerged as one of the central themes throughout the conference. The discussions emphasized that inclusion should not merely involve placing children with diverse needs in mainstream classrooms, but should ensure meaningful participation, acceptance, belonging and appropriate educational support. Schools and teachers were encouraged to adopt flexible, responsive and child-centred practices that accommodate differences in learning styles, abilities and developmental needs.

The conference placed considerable emphasis on the role of **school psychologists** in supporting neurodivergent children. School psychologists were recognized as important professionals in early identification, psychological assessment, counselling, behavioural intervention, teacher consultation, parent guidance, mental health promotion and multidisciplinary coordination. The need to strengthen systematic school psychology services across educational institutions in India was strongly emphasized.

Teacher preparation was another important area of discussion. Participants highlighted the need for pre-service and in-service teacher education programmes to provide systematic training in neurodiversity, inclusive education, classroom management, psychological first aid, child mental health and differentiated teaching strategies. Teachers were encouraged to adopt strength-based approaches and recognize that children may demonstrate their abilities and learning in different ways.

The importance of parental involvement was also emphasized throughout the conference. Parents were recognized as essential partners in the educational and psychological development of neurodivergent children. Discussions highlighted the importance of parent education, family counselling, home-school collaboration, early identification and family participation in educational planning and intervention.

Assistive technologies and **Artificial Intelligence in education** emerged as important contemporary areas of discussion. Participants examined the potential of technology to support personalized learning, communication, accessibility, assessment and educational intervention. At the same time, the conference emphasized that the use of Artificial Intelligence with children should be ethical, responsible and child-centred, with appropriate safeguards relating to privacy, equity, human oversight and professional accountability.

A total of **20 scientific sessions** were conducted during the conference. Two symposiums provided opportunities for experts to examine major issues from multiple perspectives. The symposium discussions reinforced the importance of multidisciplinary approaches and collaboration among psychologists, educators, special educators, medical professionals, counsellors, parents and policymakers in addressing the complex needs of neurodivergent children.

Two specialized workshops were also conducted as part of the scientific programme. The workshops provided participants with opportunities to develop practical knowledge and professional skills relating to assessment, intervention, classroom practices and support strategies. They also helped bridge the gap between theoretical knowledge, research findings and practical applications in educational settings.

One of the major highlights of the 16th InSPA International Conference was the Children's Assembly held on 6 August 2026. The Children's Assembly provided school children with an opportunity to actively participate in discussions and activities relating to inclusion, empathy, emotional well-being, respect for diversity, friendship, acceptance and safe school environments. Prof. V. S. R. Vijayakumar, Chennai, delivered a special presentation on memory and creativity, while Prof. G. Venkateshkumar, University of Mysore, presented on tapping the potential of children. The programme reflected InSPA's commitment to ensuring that children's voices are heard in discussions concerning their education, mental health and overall well-being.









Children Assembly

Three other Children Assembly was conducted on 6th August 2026 by Prof. Panch. Ramalingam, Prof. Michiko Ishikawa, Prof. Kayo, Prof. Takashi, Ms. Hitomi, Japan at Modern New Vidya Maindir, Muthialpet, Puducherry, Sairam Vidya Mandir, Ulavaikal, Puducherry and Subramania Bharathi Higher Secondary School, Thirukkanur, Puducherry. These workshops were focussed on Introducing AI at school level





The Children's Assembly was particularly significant because it moved beyond the traditional format of an academic conference and placed children themselves at the centre of the dialogue. Through interactive programmes and awareness activities, children were encouraged to understand and appreciate individual differences and develop positive and respectful attitudes towards peers with different abilities, learning styles and developmental characteristics. The programme reinforced the view that inclusive education should become a lived experience within every classroom and school community.

Special sessions during the conference focused on innovative classroom practices and strategies for supporting neurodivergent learners. Discussions included differentiated instruction, individualized learning support, flexible teaching methods, peer support, collaborative learning, positive classroom environments, emotional and behavioural support and the appropriate use of technology. The conference emphasized that effective inclusive education requires teachers to adapt their teaching methods according to the individual strengths, abilities and needs of learners.

Psychological assessment and intervention were also important components of the conference. Participants emphasized that assessment should not be used merely for diagnosis or classification, but should help identify the strengths, needs and support requirements of individual children. Evidence-based interventions, counselling approaches, behavioural strategies and multidisciplinary models of support were discussed, with emphasis on culturally appropriate and child-centred practices.

The conference highlighted the importance of collaboration between schools and families. Parents were encouraged to participate actively in educational planning and intervention, while schools were encouraged to provide appropriate guidance, counselling and support to families. Strong partnerships among parents, teachers and school psychologists were identified as essential for ensuring continuity of support across home and school environments.

The international character of the conference provided a valuable platform for academic and professional exchange. Scholars and professionals from different countries shared research findings, professional experiences and perspectives on neurodiversity and school psychology. These interactions strengthened professional networking and provided opportunities to exchange ideas on educational, psychological and policy approaches adopted in different countries.

The **InSPA Fellows 2026 and InSPA Awards 2026** constituted an important part of the conference. These recognitions acknowledged distinguished contributions to psychology, education, school psychology, research and professional service. The awards served to honour professionals and scholars who have made significant contributions to the development of the field and to encourage continued excellence in research and professional practice.

The conference also recognized outstanding research contributions through the presentation of **19 Best Presentation Awards**. These awards encouraged researchers, young scholars and students to undertake high-quality research and contribute to the scientific development of school psychology and neurodiversity. The recognition of research excellence reflected InSPA's continuing commitment to promoting evidence-based professional practice.

The third day of the conference, **7 August 2026**, included the **General Assembly of the Indian School Psychology Association**, chaired by **Prof. Panch. Ramalingam, President, InSPA**. During the General Assembly, eminent professionals and scholars presented their views on current developments and future directions in school psychology and related fields. **Prof. V. S. R. Vijayakumar, Chennai; Dr. T. V. Venkatasubramaniyan, Director, Manasika, Chennai; Prof. Mala Chaliha, Assam; Prof. Anjana Bhattacharjee, Tripura University, Tripura; Dr. Sarah Manickaraj, Chennai; and Prof. Prasanth K. Saha, Gujarat**, participated in the deliberations and shared their perspectives.

The conference concluded on **7 August 2026** with the valedictory programme. **Prof. K. Ramachandran, Director (Retd.), DIPR, DRDO, New Delhi**, delivered the valedictory address and distributed the Best Presentation Awards. **Dr. S. Suresh, Treasurer, InSPA**, welcomed the gathering, while **Prof. Panch. Ramalingam, President, InSPA**, presided over the valedictory function. **Dr. D. Rajendran** presented the conference report. **Prof. Michiko Ishikawa, Tokyo University of Graduate Studies and Social Welfare, Japan**, and **Shri T. Ganesan, Secretary, Malaysia School Psychology Association**, felicitated the gathering. **Prof. T. Santhanam** distributed certificates to the RCI-CRE delegates. **Dr. A. H. Komala, Principal of the College**, proposed the vote of thanks.

The conference resulted in several important academic and professional outcomes. It created greater awareness about neurodiversity, strengthened the importance of inclusive education, promoted strength-based approaches to child development and highlighted the need for systematic school psychological services. It also emphasized teacher preparation, parental involvement, multidisciplinary collaboration, evidence-based assessment and intervention, child participation and the responsible use of technology and Artificial Intelligence.

The conference emphasized the need for schools to develop inclusive educational environments in which children with diverse abilities and learning needs can participate meaningfully. It recommended strengthening early identification and intervention mechanisms, providing appropriate teacher training, expanding school psychology services, promoting parent-school collaboration and developing multidisciplinary support systems for children.

The conference further emphasized the need to strengthen research on neurodiversity within the Indian cultural and educational context. More empirical studies are required to understand the developmental, psychological, educational and social experiences of neurodivergent children in India and to develop culturally appropriate assessment and intervention models.

Speaking about the conference, **Prof. Panch. Ramalingam, President of the Indian School Psychology Association**, stated: *“Neurodiversity is not a limitation but a natural variation of human development. Every child deserves an educational environment that recognizes individual strengths, provides appropriate support, and nurtures their full potential. This conference is a significant step towards building inclusive schools and promoting mental health and holistic development among children.”* This message reflected the central philosophy of the conference and reinforced the importance of moving from deficit-oriented approaches towards strength-based, inclusive and child-centred educational practices.

The **16th InSPA International Conference** was an important milestone in the continuing efforts of the Indian School Psychology Association to promote inclusive education, child mental health and evidence-based school psychological services. The conference successfully brought together research, professional practice, policy, technology, teacher education and children's participation on a common platform. The Children's Assembly, in particular, demonstrated the importance of listening to children and recognizing them as active participants in building inclusive and supportive schools.

Overall, the conference reaffirmed the principle that **every child deserves to be respected, accepted, supported and empowered**. It highlighted the collective

responsibility of educational institutions, governments, professionals, families and communities to create learning environments that recognize diversity and provide opportunities for every child to flourish. The conference concluded with a renewed commitment to building **inclusive schools, mentally healthy children, empowered teachers, informed parents and responsive school psychology services** in India and beyond.

Best Presentation Awards 2026

S.No.	Abstract No	Name	Title of the paper
1	35	C R Sneha, and Dr Rashmi R,	Narrative Review on Play Therapy Interventions for Neurodivergent Children
2	33	Gunjan Aggarwal	Inclusive Education through a Capability Lens: Bridging the Gap between Policy and Practice
3	66	Mariya Fakhruddin, Dr Gaurav Agarwal	A Study on the Care giving Burden among Fathers of Children with Intellectual Disability
4	14	Gurpreet Bhuee	Qualitative Exploration of Eating Habits and Body Image Concerns among School Students
5	65	Dr. Anjana Bhattacharjee	Unheard Voices: A Qualitative Study on Emotional and Psychosocial Experiences of Caregivers of Neurodivergent Children of Tripura
6	197	Narendiran V	The Transition Cliff: What Happens to Accommodations When Neurodivergent Students in India Enter the Workforce
7	20	Shruti Mohan, Dr Keerthi Pai	Exploring the Lived Experiences of Gifted Children and Parents in India: A Qualitative Study
8	54	Tatini Ghosh	An Integrated Assessment of reaction Time, Cognitive Ability and Social Proceeding in Children with Neurodevelopment disorder: A comparative study
9	39	Mrs. Kamini Counselling psychologist and special educator Chennai	Importance of Early Intervention in Autism: Enhancing Developmental Outcomes through Timely Support
10	134	Kavi Varshini M, and Yuvasri S	Understanding the Voices of Neurodivergent Individuals to promote Well-Being & Inclusion
11	136	Gayathridevi V, and Rajaswathy R	Developing a Framework on Inclusive Emotional Competence Training Program through a Conceptual Review of Neurotypical and Neurodivergent Individuals

S.No.	Abstract No	Name	Title of the paper
12	192	Joshua Benadict .P	“The Effectiveness of Nudge-Based Interventions in Reducing Sedentary Behavior Among University/College Students: A Systematic Review
13	92	V.A. Avanthika	A Study on Psychological well-being and social connectedness among College Students
14	145	Gowtham M, and Yuvasri S	Self-Advocacy and Psychological Well-being among Students with Learning Disabilities
15	110	Titiksha Bhaskar	Dietary Habits, Screen Time, and Attention Span among Middle School Children
16	13	Dr. Kalyani Kenneth,	The Hidden Strengths of Neurodivergent Minds: Why Empowering Neurodiversity Benefits Everyone
17	206	Brindha V S, and Rishika Singh	Effectiveness of Physical Activity Interventions on Executive Functioning Among Neurodivergent Learners: A Systematic Review
18	154	Asin Fathima M, and Sobana J	The Role of Chronotype in Impulsivity and Executive Functioning Among Adults with ADHD
19	169	Laavanya D, and Dhanush M	Grit, Identity Functioning, and Psychological Flourishing Among Adolescents with Attention-Deficit/Hyperactivity Disorder (ADHD)



Analytical Report on Feedback from the 16th InSPA International Conference, 2026

The feedback received from participants of the **16th InSPA International Conference, held from 5–7 August 2026**, provides a useful assessment of the conference from the perspectives of participants attending both physically and virtually. A total of **86 responses** were received through the feedback form. Of these, **53 respondents (61.6%) attended physically**, while **33 respondents (38.4%) participated virtually**. The feedback covered the overall conference experience, technical/scientific sessions, food and hospitality, accommodation, and willingness to participate in the forthcoming 17th InSPA International Conference.

Overall, the conference received a highly positive response from the participants. Out of the 86 respondents, **35 (40.7%) rated the conference as Excellent**, while **25 (29.1%) rated it Very Good**. Thus, **69.8% of the respondents gave either an Excellent or Very Good rating**. A further 18 respondents (20.9%) rated it Good. Only 3 respondents (3.5%) rated it Fair and 5 respondents (5.8%) rated it Poor. The overall average rating was approximately **3.95 out of 5**, indicating a generally favourable perception of the conference.

The **technical and scientific sessions** were also positively evaluated. **31 respondents (36.0%) rated the sessions Excellent**, while **22 (25.6%) rated them Very Good**, giving a combined positive rating of **61.6%**. Another 23 respondents (26.7%) considered the technical sessions Good. Seven respondents (8.1%) rated them Fair and three respondents (3.5%) rated them Poor. The average rating of the technical sessions was approximately **3.83 out of 5**. These responses indicate that the academic programme, presentations and scientific content were considered valuable by a substantial majority of participants.

The feedback on **food and hospitality** was comparatively moderate but still generally positive. **22 respondents (25.6%) rated this aspect Excellent**, while **21 (24.4%) rated it Very Good**. Together, these represent **50% of all respondents**. Another 30 respondents (34.9%) rated food and hospitality as Good. Six respondents (7.0%) rated it Fair and seven (8.1%) rated it Poor. The average rating was approximately **3.52 out of 5**. This suggests that the arrangements were satisfactory for many participants, while also indicating scope for further improvement in future conferences.

The **accommodation arrangements** received a similar overall assessment. **23 respondents (26.7%) rated the accommodation Excellent**, and **18 respondents (20.9%) rated it Very Good**, giving a combined positive response of **47.7%**. A further 31 respondents (36.0%) rated the accommodation Good. Nine respondents (10.5%) rated it Fair, while five (5.8%) rated it Poor. The average rating was approximately **3.52 out of 5**. The responses suggest that accommodation arrangements were broadly acceptable, although greater attention to comfort, accessibility, location, coordination and participant-specific requirements could further enhance the experience.

A comparison between **physical and virtual participants** shows an interesting pattern. The 53 physical participants gave an average overall conference rating of approximately **3.70 out of 5**, whereas the 33 virtual participants gave an average of approximately **4.36 out of 5**. Similarly, virtual participants gave higher average ratings for the technical sessions (**4.09**) compared with physical participants (**3.66**). Food and hospitality were rated **3.32 by physical participants**, compared with **3.85 by virtual participants**, while

accommodation received **3.43** from physical participants and **3.67** from virtual participants. This difference suggests that the logistical elements associated with physical participation may deserve particular attention in future events.

The feedback also provides an important indication of **future participation and continuity of InSPA's conference activities**. Regarding the proposed **17th InSPA International Conference scheduled for 5–7 October 2027 at Central University of Nagaland, Kohima**, **42 respondents (48.8%) expressed their willingness to attend**, while **44 respondents (51.2%) indicated that they would not attend**. Among physical participants, 28.3% indicated Yes, whereas among virtual participants, 81.8% indicated Yes. This difference should be interpreted cautiously, as willingness to attend a future conference can depend on travel distance, timing, institutional support, cost and other personal circumstances.

The membership data show that **24 respondents (27.9%) were InSPA members**, while **62 respondents (72.1%) were non-members**. Interestingly, among the InSPA members who responded, **83.3% expressed willingness to attend the 17th conference**, compared with **35.5% among non-members**. This suggests an opportunity for InSPA to strengthen engagement with non-member participants and communicate the benefits of membership, professional networking, conferences, publications, training and other association activities.

The feedback demonstrates that the **16th InSPA International Conference successfully brought together participants through both physical and virtual modes** and generated strong appreciation for the overall academic and professional programme. The high proportion of Excellent and Very Good ratings for the overall conference and technical sessions reflects positive participant engagement. At the same time, the comparatively lower ratings for food, hospitality and accommodation point towards areas where detailed logistical planning and participant support can be strengthened.

The feedback from **86 respondents** indicates that the **16th InSPA International Conference was positively received**, particularly with respect to its overall programme and technical/scientific content. The conference provided a platform for professional interaction, academic exchange and wider participation through a hybrid format. For future conferences, InSPA may consider **strengthening physical-participant logistics, improving accommodation and hospitality arrangements, enhancing on-site coordination, and expanding engagement with non-member participants**. The responses regarding the 17th Conference at Central University of Nagaland also provide a useful foundation for early planning, outreach and participant mobilisation.

In summary, the feedback reflects a successful conference with strong academic appreciation, while identifying practical areas for further improvement in future InSPA conferences.

INDIAN SCHOOL PSYCHOLOGY ASSOCIATION (InSPA)

MINUTES OF THE 23rd GENERAL BODY MEETING

Date: Wednesday, 5 August 2026

Time: 12.00 Noon

Venue: N.K.T. National College of Education for Women, Chennai

Chair: Prof. Panch. Ramalingam, President, InSPA

The **23rd General Body Meeting of the Indian School Psychology Association (InSPA)** was held on **Wednesday, 5 August 2026 at 12.00 noon** at **N.K.T. National College of Education for Women, Chennai**.

Prof. Panch. Ramalingam, President, InSPA, chaired the meeting. At the outset, he welcomed the members and briefed the General Body on the major activities, achievements and initiatives of InSPA during the year **2025–2026**. Following the presentation, the items on the agenda were taken up for discussion and consideration.

AGENDA AND RESOLUTIONS

Item No. 1/2026

To confirm the Minutes of the 22nd General Body Meeting of InSPA held on 4 April 2026 (Annexure 1).

The minutes of the **22nd General Body Meeting of InSPA held on 4 April 2026**, as circulated and placed before the General Body, were considered.

Resolution:

The minutes were **unanimously confirmed and approved** by the General Body.

Item No. 2/2026

To consider and approve the InSPA Action Plan for 2026–2027 (Annexure 2).

The proposed **InSPA Action Plan for the year 2026–2027** was presented before the General Body by **Dr. D. Rajendran**. The members discussed the proposed activities and initiatives in detail.

After due consideration, the General Body **unanimously approved the InSPA Action Plan for 2026–2027**, with the following changes and initiatives:

1. Revision of Life Membership Fee

It was proposed to revise the **Life Membership fee to Rs. 5,000/-**.

It was further proposed that Life Members would receive complimentary copies of the InSPA Journal of Applied and School Psychology (IJASP) for three years, covering the period from **October 2026 to April 2029**.

2. Membership Proposal Process

It was proposed that the **postal addresses of all proposing members** be included in the Membership Application Form.

This information would facilitate the Association in sending a complimentary copy of a School Psychology book to proposing members.

3. Appointment of Convenors

Members interested in strengthening InSPA's activities at the local and regional levels may express their willingness to serve as:

- **State Convenor**
- **District Convenor**
- **City Convenor**

The appointments would facilitate the expansion and coordination of InSPA activities across different regions.

4. Children's Assembly Programme

Members interested in organising **Children's Assembly Programmes** may identify and recommend suitable schools in their respective localities.

Such programmes may be organised in collaboration with accessible schools to promote psychological well-being, life skills, mental health awareness and holistic development among children.

5. Conference Participation Benefits

It was proposed that **InSPA members would be eligible for 25% special concessions and discounts** for conferences, seminars, workshops and other professional programmes organised by InSPA and its collaborating organisations in India and abroad, wherever applicable.

6. Publication Opportunities

Members were encouraged to contribute research papers, scholarly articles, case studies, professional articles and other relevant contributions for publication in the InSPA Journal of Applied and School Psychology.

Members may also submit suitable manuscripts for consideration for **annual InSPA book publications and other scholarly publications**.

7. Establishment of InSPA Centres

Members interested in establishing an **InSPA Centre in their respective locality or region** were invited to contact the Association.

InSPA would provide the necessary **guidance, coordination and support** for establishing and functioning of such Centres, subject to the Association's norms and procedures.

Resolution:

The above InSPA Action Plan for 2026–2027, including the proposed changes and initiatives, was unanimously approved by the General Body.

Item No. 3/2026

To note and approve the list of members enrolled during April–July 2026 (Dr. D. Rajendran).

The list of members enrolled in InSPA during the period from **April to July 2026** was placed before the General Body by **Dr. D. Rajendran** for consideration.

Resolution:

The General Body **noted and unanimously approved the list of members enrolled during April–July 2026**, as provided in **Annexure 3**.

Item No. 4/2026

To consider and approve the proposal to conduct the 17th InSPA International Conference from 5–7 October 2027.

The proposal to conduct the 17th InSPA International Conference from 5–7 October 2027 was placed before the General Body for consideration.

After discussion, the General Body approved the proposal to conduct the conference at: Central University of Nagaland, Kohima. Dates: 5–7 October 2027

Resolution:

The proposal to conduct the 17th InSPA International Conference from 5–7 October 2027 at Central University of Nagaland, Kohima, was unanimously approved.

Item No. 5/2026

To record appreciation to N.K.T. National College of Education for Women, Chennai, for organising the 16th InSPA International Conference.

The General Body placed on record its appreciation and gratitude to the N.K.T. National College of Education for Women, Chennai, for hosting and extending support for the successful organisation of the 16th InSPA International Conference on “Empowering Neuro Diversity”.

The General Body acknowledged the cooperation and support extended by the management, faculty members, organisers, volunteers and other stakeholders in facilitating the successful conduct of the conference.

Resolution:

The General Body unanimously approved the resolution recording its appreciation and gratitude to N.K.T. National College of Education for Women, Chennai.

There being no other matters for discussion, the meeting concluded with a vote of thanks to the Chair and all members for their active participation and valuable contributions.

The President thanked the members for their continued support and cooperation in strengthening the activities and objectives of the Indian School Psychology Association (InSPA).

Prof. Panch. Ramalingam
President, InSPA

List of New Life Members

(July-September 2026)

Life Member number	Name	Gender	City	State	Qualification	Proposed by
LM/2026/1 1972	Sandhya Suman	Female	Samastipur	Bihar	PhD	Dr. Shakila Azim
LM/2026/1 1973	Aldo	Female	Chennai	Andaman and Nicobar Islands	P.hD	Aldo Iswarya Einsty
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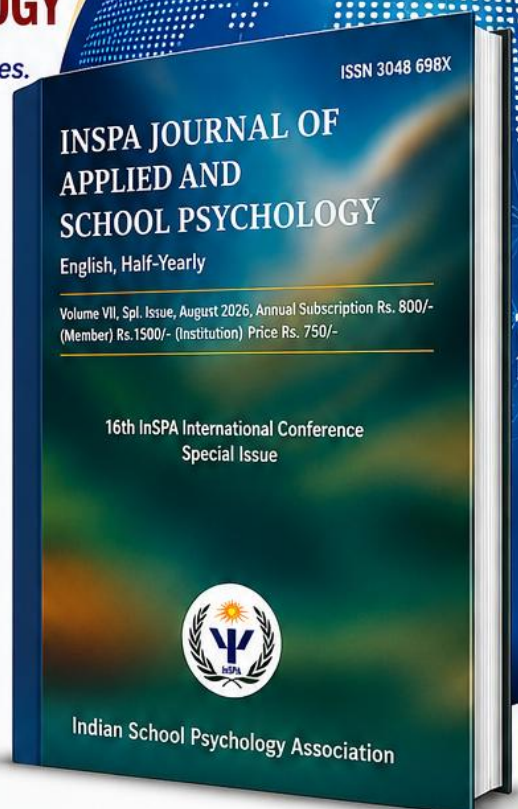
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