

We request you to convey this information to  
other concerned scientists in your organisation.  
Thanks, Executive Secretary.

### Accommodation

Accommodation request should be made on the enclosed **form-B** by **December 31, 1981**. After this date accommodation will be subject to availability of rooms. Hotel reservation will be confirmed after receipt of at least one day's room rent. Accommodation in government guest houses and hostels can be arranged on request, subject to availability.

### FORM B ACCOMMODATION REQUEST FORM

Name \_\_\_\_\_  
 Accompanying Person(s) Mr./Ms. \_\_\_\_\_  
 Arrival Date \_\_\_\_\_ Departure Date \_\_\_\_\_

Category of Accommodation	Single	Double
A/C Room	Rs. 200-225 <input type="checkbox"/>	Rs. 225-275 <input type="checkbox"/>
A/C Room	Rs. 65-110 <input type="checkbox"/>	Rs. 85-150 <input type="checkbox"/>
Non-A/C Room	Rs. 50-60 <input type="checkbox"/>	Rs. 80-100 <input type="checkbox"/>
Non-A/C Room	Rs. 30-45 <input type="checkbox"/>	Rs. 40-60 <input type="checkbox"/>

Advance money remitted   
 Willing to share room Yes  No   
 Please tick  wherever applicable.  
 (Hotel reservation will be confirmed after receipt of payment of at least one day's room rent)

### General Information.

Ahmedabad known as Manchester of India, is situated on the bank of river Sabarmati. It harbours more than 80 textile mills and other industries. Mahatma Gandhi, Father of the Nation, launched the freedom movement of the country from a humble ashram situated in the city. Other places of historical importance are : Jama Masjid, Sarkhej Roza, Sidi Syed Mosque, Kankaria Lake, Seth Hatheesingh Jain Temple, Calico Textile Museum, Shreyas Museum of Folk Art, Adalaj Vav, etc. Certain renowned Institutes like Indian Space Research Organisation, Physical Research Laboratory, National Institute of Design, Ahmedabad Textile Industries Research Association, Indian Institute of Management are also situated in the city.

Ahmedabad is well connected by air, rail and road to Delhi, Bombay and other major cities in western India.

The weather in Ahmedabad and all over Gujarat is pleasant and sunny during the month of February. The maximum and minimum temperature is 29°C & 15°C.

All forms of alcohols and liquors are prohibited in Ahmedabad and Gujarat State. However, permits for alcohol consumption may be obtained by the foreign nationals on request.

### Tours & Excursions

The delegates may join all the tours arranged by the Organising Committee of the Symposium. Other special tours can also be arranged, depending upon the number of interested persons for a specific tour.

Reservation for outward journey will be arranged provided advance request is made and money remitted.

## OCCUPATIONAL HEALTH PROBLEMS IN DEVELOPING COUNTRIES

### AN INTERNATIONAL SYMPOSIUM

Second Announcement

*Non yj dante a Paris  
le 16 le 19 & 23*



Organised by  
**National Institute of Occupational Health**  
 (Indian Council of Medical Research)  
 Meghani Nagar,  
 Ahmedabad 380 016 India.

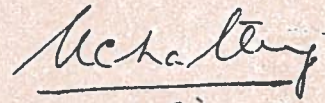
**FEBRUARY  
 20-23-1982**

PLACE  
**AHMEDABAD INDIA**

### Letter of Invitation

On behalf of the Organising Committee, I gratefully acknowledge your kind response to our first announcement of the International Symposium on "Occupational Health Problems in Developing Countries" to be held in Ahmedabad from **20 to 23 February, 1982**. Such symposium is taking place for the first time in India, where awareness of Occupational Health is being nurtured in close association of the health specialists with the enlightened industrialists and trade unions. Eminent scientists from developed and developing countries will exchange views on recent research developments in Occupational Health in the perspective of the developing countries, with a theme to ensure early detection of health impairment of the workers and promotion of their health, efficiency and comfort.

We look forward with pleasure to welcome you in Ahmedabad in February, 1982.



**Dr S. K. CHATTERJEE**  
Executive chairman,  
Int. Sym. on OHPDC.

### Venue

National Institute of Occupational Health,  
Meghani Nagar, Ahmedabad-380 016. India.

### Scientific Programme

Scientific sessions will be arranged in the form of plenaries of invited lectures, contributed research paper, poster and film presentation on the following subjects :

- Agricultural Health
- Air Pollution
- Industrial Hygiene
- Occupational Medicine
- Ergonomics

- Physiology of Heat, Noise, Vibration & Light
- Occupational Psychology
- Pesticides
- Metals
- Industrial Chemicals & Dusts
- Experimental Toxicology
- Occupational Cancer
- Small Scale Industries & Self-employed Unorganised Sectors
- Biomedical Instrumentation.

### Registration

Application for registration should be made on **Form A**.

**Foreign delegate** US \$ 100  
**Accompanying person** US \$ 75  
**Indian delegate** Rs. 200  
**Accompanying person** Rs. 100

The remittance of money should be made by **Demand Draft**, payable to the Treasurer, International Symposium on OHPDC, Ahmedabad, by **December 31, 1981**. Personal cheques will not be accepted. Cancellation of registration and accommodation can be made upto

**January 31, 1982**, subject to a deduction of 25% of the charges.

**Banker** State Bank of India, Civil Hospital Branch, Ahmedabad-380 016.

### Request to Contributors

Application to present paper/poster/film should be made on **Form A**. Contributors are requested to submit an abstract of the presentation in quadruplicate by **December 31, 1981**.

**Guidelines for the abstract :**  
Language : English

Double space typing with wide margins, on one side of 8" x 11" paper.

Title in capital letters.

Abstract should not be more than 300 words, including title, author (s) and institutional affiliation.

Slide projector for 35 mm slides and an overhead projector will be provided.

Acceptance of the presentation will be intimated.

### Correspondence

All correspondence and enquiries may be addressed to :

**Dr. S. K. KASHYAP**  
**Executive Secretary,**  
**International Symposium on OHPDC,**  
**National Institute of Occupational Health,**  
**Meghani Nagar,**  
**Ahmedabad 380 016, INDIA.**  
**Telex : 012-471 NIOH IN**  
**Grams : NIOHEALTH**

**Official Language : English**

**FORM A**  
**INTERNATIONAL SYMPOSIUM ON "OCCUPATIONAL HEALTH PROBLEMS IN DEVELOPING COUNTRIES"**  
National Institute of Occupational Health, Meghani Nagar, Ahmedabad 380 016, INDIA.  
February 20 - 23, 1982.  
**REGISTRATION FORM**

Name

Institution/Organisation

Mailing Address

Accompanying Person(s) Mr./Ms.

Registration Fee : Amount

Presenting : Paper

Title(s)

Date

Enclosed

Poster

Film

To be paid later

Signature



Division of Psychology and National Development.

# News Letter

International Association of Applied Psychology

Volume 2, No. 2, 1981

Objectives

Office holders of IAAP & DP & ND

News & Views

International Conferences

## Objectives

\*develop a network of those applied psychologists who are interested in research which may be used for policy decisions for national development,

\*provide a forum for exchange of research ideas and other relevant professional and personal information,

\*arrange seminars, workshops, collaborative research, visits, and hospitality for the network members,

\*cultivate awareness among the policy makers about the role of applied psychology in the planning process of a country,

\*help facilitate the process of generating and storing large amount of data for macro-level analyses of the problems of national importance,

\*stimulate formulation of regional and national groups interested in the application of psychology to national development, and

\*encourage the preparation and publication of appropriate literature in the area.

Prof. Edwin A. Fleishman  
President,  
International Association of  
Applied Psychology

Prof. Charles J. de Wolf  
General Secretary-Treasurer  
International Association of  
Applied Psychology  
16, Erasmuslaan  
Nijmegen-6500-HE  
The Netherlands.

Prof. Harry C. Triandis  
Coordinator of  
Division Development  
International Association of  
Applied Psychology

Prof. Jai B. P. Sinha  
Chairperson,  
Division of Psychology of  
National Development.  
A. N. S. Institute of Social Studies  
PATNA, BIHAR, 800 001 (India)

## News and Views

*The Views expressed below are that of the authors.  
Your reactions are solicited.*

Prof. Howard Baumgartel ( Department of Psychology, University of Kansas, Lawrence,  
Kansas 66045, U. S. A. )

“My reason for writing is that I would like to contact the persons in the U. S. who are members of this Division asking their help in building a bibliography in the area of Psychology and International Development. I am only interested in major books and other contributions as well as a list of key journals, etc. I am, in addition, seeking to find out if there is any kind of text in the field since I am teaching a course, Psychology and International Development.”

Prof. Jai B. P. Sinha, Chairperson, is visiting Munich and other places in Europe in December, 1981. Any person interested in having him for a Seminar or get-together may contact him (address p. 2).

Prof. J. Pandey ( Department of Psychology, Allahabad University, Allahabad, India )

Psychology has not developed techniques and methods of interacting that allow scientists to easily assert a consensual view of particular human problems and possible solution'. We are behind in the notion of a scientific consensual view, i.e., “crystallized advice”. Our analytical and critical training makes us to tear apart conceptual or empirical issues intellectually. This probably interferes and makes our task difficult to reassemble our ideas to provide advice to national planners and policy makers. It seems to me the first step for us is to resolve and find ways to develop “crystallized advice.” The second step should be to strengthen the hands of the policy planners and administrators in the programmes. Once we succeed in helping them we

1. C. A. Kiesler, Psychology and Public policy. In L. Bickman (ed.) *Applied Social Psychology Annual* Beverly Hills : Sage, 1980.

will become acceptable to them and then naturally, we will achieve the third stage of our role in guiding them in national policy planning and development.

In recent years, social psychologists have been the most concerned lot to find application and relevance of their research. They have made significant mark in methodology and application. For example, social experimentation, a new methodology, involves the systematic application and manipulation of social variables in natural settings. In a social experiment the independent variable is a social action programme. Manipulation refers to starting the programmes to randomly selected groups. One successful example of social experimentation is the educational research conducted on the development of the well known "Sesame Street" television programme. The achievement of this programme to stimulate learning in disadvantaged children is well known. I think there are a number of possibilities to demonstrate our creative role in planning and development in various areas such as education, organizational functioning, population, energy conservation, environment and ecology, acceptance and use of science, and technology, and so on.

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Dr. Daniel A. Wagner (Graduate School of Education, University of Pennsylvania, Philadelphia, PA, USA).

My research in Morocco suggests that Islamic education has effectively adapted to modern needs and is reaching increased numbers of children in all of the countries we visited. In addition, the traditional schools are adapting to the constraints of modernization by slowly secularizing some of the school curriculum, while at the same time maintaining the highly structured lessons of Quranic recitation and memorization.

One additional outcome of this study is the increased realization that Islamic schools provide basic literacy skills to many children and adults who have little or no opportunity to attend modern public schools. In a very real sense, Quranic schools are an example of "non-formal" education that is indigenous in the sense that it precedes European-style education by many centuries. In some countries, such as Morocco (as well as Indonesia and Senegal) large segments of the Muslim population do not speak Arabic, and yet must learn to read the Quran in Arabic in the Islamic schools. Also, children first attend the traditional Islamic schools and then go on to the modern elementary schools. We still know little about the problem of learning to read in a non-native tongue, and even less about the nature of

transfer of social, cognitive and reading skills across pedagogical environments that contrast as sharply as the traditional and modern schools of Morocco. With these questions in mind, we have just begun a three-year in-depth study of traditional pedagogy and literacy acquisition and maintenance in Morocco to better understand these and other related issues.

Traditional pedagogies predominated in Western school systems until some time during the last one hundred years or so, and they continue to play a determining role in the lives of tens of millions of children in contemporary Islamic societies. For the social scientist, the continued existence of traditional school environments, which differ so markedly from our own, provide us with natural and unique opportunities for better understanding the differing roles of culture and pedagogy in determining how children learn and how educational systems teach.

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Prof. Harry C. Triandis (Department of Psychology, University of Illinois at Urbana—Champaign, Illinois 61820, U.S.A.)

Psychologists have many roles in national development. My particular role has been in the research side. I have tried to understand the major psychological dimensions of development (Triandis, 1973), examining the question of what does modernity mean, what kinds of approaches have been used to study it, what are its probable antecedents, correlates, components, and consequences. Studies of special populations within the United States which are not developed (Triandis, Feldman, Weldon, and Harvey, 1975) suggested that those who are not part of the mainstream of economic activity in the U. S. view the social environment differently from the mainstream. In Triandis (1976) I presented a massive empirical basis for this claim. It seems clear, at least to me, that there are pockets of underdevelopment in all countries. The difference between the so called developed and less developed countries is only a difference in the proportions of the population that do not participate in the modern sector—employed in industry, services, or in modern agriculture. The proportion of non-participants may vary from about 10 to about 90 percent.

One of the concepts I have found useful in studying this area has been the idea that there is a "subjective culture" that is unique to different populations. By subjective culture I mean the subjective reaction to the human-

made part of the environment (Triandis, 1972). I have come across a good deal of evidence that highly educated populations around the world share a rather similar subjective culture, but the less educated have unique subjective cultures. Understanding these subjective cultures is helpful in diagnosing strategies for culture change. Different kinds of educational programs, and social policies are suggested by such diagnoses. Changing people is complex and multifaceted (Triandis, 1977). But I think there is now the conceptual framework for more detailed studies of these processes. I am hoping to do some of these studies in the near future. In the meantime it would be useful if colleagues interested in development examine the publications listed above, and prepare critical evaluations for discussion at the Edinburgh meetings.

#### References

- Triandis, H. C. *The Analysis of Subjective Culture*. New York: Wiley, 1972.
- Triandis, H. C. Subjective culture and economic development. *International Journal of Psychology*, 1973, 8, 163-180.
- Triandis, H. C. *Variations in Black and White Perceptions of the Social Environment*. Urbana: University of Illinois Press, 1976.
- Triandis, H. C. *Interpersonal Behavior*. Monterey, Cal.: Brooks/Cole, 1977.
- Triandis, H. C., Feldman J.M., Weldon, D.E., and Harvey, W.M. Ecosystem distrust and the hard to employ. *Journal of Applied Psychology*, 1975, 60, 44-56.

Prof. Durganand Sinha ( Department of Psychology, Allahabad University, Allahabad, India )

I would like to present very briefly a few examples of researches done in India which are directly relevant to problems of national development with clear action implications. The extensive studies of McClelland and Winter (1969) indicating the importance of need for achievement in entrepreneurial activities are well known and has made definite impact on training programme of the executives at least in the private sector. Our studies on motivations and aspirations on developed and undeveloped farmers (Sinha, 1969a, 1969b) and a follow-up of the same sample after five years (Sinha,

1974) have brought out the motivational characteristics associated with the two groups and point to some important practical implications. J. B. P. Sinha's (1968) work on performance of groups constituting individuals with high and low need for achievement under limited and unlimited resource conditions and with egoistic orientations is a purely experimental study but the results have obvious policy implications. His recent study (J. B. P. Sinha, 1980) on the dynamics of managerial leaders in different organizations suggests a new model of effective leadership which he calls the "nurturant task leader". It indicates that a purely participant leader that the Western researches have recommended is not the answer in the conditions prevailing in developing countries. Lastly, many researchers have been attracted to the analysis of cognitive and motivational consequences of socio-cultural disadvantages and poverty (Sinha, 1976, 1977; Misra and Tripathi, 1980; Tripathi and Misra, 1976). The findings not only suggest definite intervention programmes but also have implications to our education and welfare policies.

The examples listed above indicate the increasing awareness of Indian social psychologists to topics of research which have distinct policy implications and point to certain action programmes. But when one looks at how far the findings of these and other relevant researches have actually influenced social policy and have been put to practical use, the situation is dismal. Though many of these researches have been sponsored and supported by bodies like the Indian Council of Social Science Research or governmental or semi-governmental agencies, the policy makers, planners and administrators, whether in the government or in industries, seem to be ignorant of these researches or their findings so that the question of their utilization and impact on social policy and programme does not arise. There appears to be a terrible communication gap between researchers in social sciences and the consumers of research. How to get the results of researches harnessed to the advancement of social and economic goals is a problem that every applied social psychologist faces in the context of national development. With the resources available for research being so limited and issues involved in development so vital and pressing, utilization of research cannot be left to mere chance.

Some difficulties that lie in the way of utilization of research are indicated. The first point that is to be borne in mind is that we cannot be too optimistic about implementation of our research findings in policy-decisions.

and action. In our democratic set up there is, as Lyons (1969) points out, an "uneasy relationship between the social sciences and the government." Programmes are usually established in response to political or social pressures, and only after they have been set up that there is a search for knowledge, concepts and expertise to make them work. "Government decisions are almost always arrived at through a process of political bargaining among various interested parties. The demands of rationality—a precise statement of the goals of social progress and the measures necessary to achieve them—are likely to be frustrated by political compromises as by untested propositions about cause-and-effect in social relations".

Apart from this general problem, there are some specific difficulties in the utilization of researches for policy and action. Firstly, though many of the researches in social psychology and other social sciences are sponsored, their findings and the reports generally are cast in such esoteric terms and special jargon of the discipline that a lay administrator finds them inaccessible. Inevitably the possibility of their utilization gets limited. Secondly, being concerned with day to day social problems, every administrator possesses a feeling that he knows his job and he knows enough about the problems and in his action depends upon his hunches and biases rather than on facts and generalizations made available by the social scientist. Added to this is an attitude of suspicion and fear, which is especially reflected towards psychologists, because their findings may disturb the pet biases and theories under which an average administrator work. Confronted with such uncomfortable findings, these researches are summarily dismissed as purely 'academic' and 'impractical'. As a result, the kind of cooperation and collaboration between the researcher and the consumers of research that would be fruitful is difficult to come about. It is only by closing this gap in communication that a relationship of "mutual learning", as Cherns (1969) puts it, between researchers and administrators is possible. Closest cooperation between the consumer and the research worker is essential at all stages of research, i. e., in locating a problem, planning research strategy, and drawing of the conclusions (Sinha, 1972). A researcher usually selects a problem for his investigation on the basis of his own reading, interest, and what he considers significant from his own point of view. Interacting with policy makers and administrators would enable him to locate problems for investigation that are not only of interest to him as a scientist but is also important contemporaneously in terms of policies and programmes. It would also make him sensitive to action implications of his findings. Therefore, if cooperation

is available at all these stages, the researches as conducted would not simply remain filed and stored in libraries, but their conclusions would have greater probability in making an impact on policy formulation and decision-making. It is only by constant feedback between the consumers of research and researchers that applied social psychology can expect to make an impact on programmes of national development.

#### References

- Cherns, A. B. Social psychology and development. *Bulletin of British Psychological Society*, 1969, 22, 93-97 (b).
- ICSSR, *A Report on Social Science in India : Retrospective and Prospective*, Vol. 1, New Delhi : ICSSR Review Committee Report, 1973.
- Lyons, G. M. *The Uneasy Partnership : Social Science and Federal Government in the 20th Century*. New York : Russell Sage Foundation, 1969, 218-219.
- McClelland, D. C. and Winter, D. G. *Motivating Economic Development*, New York : Free Press, 1969.
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- Sinha, D. Applied Psychology in a developing country. *Proceedings of the 17th International Congress of Applied Psychology*, Vol. 2, pp. 1399-1406, Brussels : Editest, 1972.
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- Sinha, D. Scientist-professional model in problem-oriented applied social psychological research. *Presidential Address*, 14th Annual Conference, Indian Academy of Applied Psychology, Kharagpur, December 27-29, 1976.
- Sinha, D. Social disadvantage and development of some perceptual skills. *Indian Journal of Psychology*, 1977, 52, 115-132.
- Sinha, J. B. P. The n-achievement, n-cooperation under limited/unlimited resource conditions. *Journal of Experimental Social Psychology*, 1968, 4, 233-246.
- Sinha, J. B. P. *The Nurturant Task Leader*, New Delhi : Concept Publishing Co., 1980.
- Tripathi, L. B. and Misra, G. Some cognitive processes as a function of prolonged deprivation. *Indian Journal of Psychology*, 1976, 52 (2), 129-143.

#### International Conferences

- \* International Symposium of the German Academy of Psychoanalysis on *Unconscious & Identity* at Munich (December 11-16, 1981). For details, write to  
Dipl -Soz. Karin Wangemann  
Chairman,  
Organisation Committee  
Wielandstr. 27-28  
1000 Berlin 15
- \* First International Interdisciplinary congress on woman at Haita, Israel (December 28-31, 1981). For information, write to  
Secretariat  
P.O. Box 3054  
Tel-Aviv, Israel

- \* Sixth International congress of the International Association for cross cultural Psychology at Aberdeen, Scotland (July 19-23, 1982). For information, write to  
IACCP Congress Office  
Department of Psychology  
King's College  
Old Aberdeen  
Scotland AB9 2UB, U. K.
- \* International Conference on *Towards an African Psychology* at Salisbury, Zimbabwe (September, 1982). For information, write to  
Dr. D. Munroe  
Professor of Psychology  
P. O. Box M. P. 167  
Mount Pleasant, Salisbury, Zimbabwe
- \* 20th Congress of the International Association of Applied Psychology at Edinburgh, U. K. (July 25-31, 1982). For scientific activities, write to  
Prof. W. T. Singleton  
Chairman Scientific Committee  
Department of Applied Psychology  
University of Aston  
College House  
Gosta Green, Birmingham B4 7ET, U. K.
- \* Grand Canyon International Conference on *Treatment of addictive Behaviour* at Grand Canyon, Arizona (November 17-21, 1981). For information, write to  
William R. Miller  
Department of Psychology  
University of New Mexico  
Albugnerque, New Mexico 87131, U.S.A.
- \* First International Conference of Mental Research Institute at Nice, France (June 25-27, 1982). For information, write to  
Diana Sullivan Everstine  
Mental Research Institute  
555 Middle field Road,  
Palo Alto, California 94301. U. S. A.

\* British Psychological Society : International Conference on *Psychology and Law* at Swansea, South Glamorgan, Wales, U.K. For information, write to  
Cardiff School of Speech Therapy  
South Glamorgan Institute of Higher Education  
Llandaff Centre, Western Avenue  
Llandaff, Cardiff CF 52YB  
Wales, U K.

\* Members of the Division are cordially invited to attend a symposium on *Psychology and National Development* during the IAAP conference at Edinburgh on Friday, July, 30, 1982. For details, write to  
Chairperson,  
J B. P. Sinha  
(address p. 2)

\* If you are visiting or passing through a foreign land, write to the Newsletter for hospitality, socials, guest lectures, etc.

\* For joining the Division and the IAAP write to  
Prof. Ch. J. de Wolf  
General Secretary—Treasurer  
(address p. 2)

\* Use the network & expand it further.

*After you are through with the Newsletter, pass it on to your friends and Potential members.*

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Assistance of Dr. T. N. Sinha in preparing this Newsletter is thankfully acknowledged.