

## STATE-OF-THE-ART LECTURES

### **1. Author: Roman Taraban**

#### **Biography**

Roman Taraban is Professor in the Department of Psychological Sciences at Texas Tech University, USA. He received his Ph.D. in cognitive psychology from Carnegie Mellon University. His interests are in how undergraduate students learn, and especially, in critical thinking and how students draw meaningful connections in traditional college content materials. He is a Fellow in the Psychonomic Society, he has served as Associate Editor for the APA Journal of Educational Psychology and is currently on the editorial board for the East European Journal of Psycholinguistics. He has received numerous teaching awards, including the Texas Tech President's Excellence in Teaching Award, the President's Academic Achievement Award, the Texas Tech Integrated Scholar Award, and the College of Arts & Sciences Teaching Innovation Award.

#### **Title**

How to Discover What Millennials Are Thinking

#### **Abstract**

There is a great fear these days surrounding the idea that machines will soon be able to read minds, control thinking, and otherwise make humans totally irrelevant. These fears are not totally unfounded, as current research has shown that all these things are not only possible, but are taking place daily. These seeming threats present psychologists with significant opportunities to advance research into thinking, teaching, counseling, intelligent tutoring, and yet-to-be discovered applications of machine processing. In particular, the availability of powerful technologies for language processing have made an exponential leap recently through the development of deep learning networks and applications that apply Tensor Flow, Naïve Bayes algorithms, IBM's Watson, LIWC (Linguistic Inquiry and Word Count), and ChatBots. In my presentation, I will highlight how my colleagues and I have begun to apply these technologies in a range of activities including empirical research in learning and graduate classroom instruction. This presentation will be of interest to psychologists and engineers in the scope of possibilities for research, counseling, and instruction that these technologies provide.

### **2. Author: Prof. Janak Pandey**

#### **Biography**

Dr. Janak Pandey, BA Hons of Ranchi University (1962), MA of Patna University (1964) and PhD of Kansas State University (1974) is a social and cultural psychologist. He served on academic positions of Psychology Departments of Ranchi (1964-65), Patna (1966-71) and Allahabad (1978-2010) Universities and also at Humanities and Social Sciences Department of Indian Institute of Technology, Kanpur (1974-78). He was a visiting Professor at University of Manitoba(1994) and Wake Forest University (1986-87) and Professional Associate at East West Centre, Hawaii (1989).

The Centre for Behavioural and Cognitive Sciences, Allahabad University achieved Excellence status of UGC under his visionary leadership (2002-2009).As the Director (1996-2002) of G B Pant Institute of Social Sciences; he established Manav Vikash Sanghralya and innovative academic programs like MBA in Rural Development. Lately, under difficult and trying circumstances, as the Founder Vice-Chancellor (2009-14) of the Central University of Bihar, he laid foundation of both academic and sprawling campus on 300 acres, for a modern university. He has wide experiences of establishing institutions and developing teaching and research programs under difficult circumstance.

He is a National fellow of Indian Council of Social Sciences, Fellow of International Association of Applied Psychology, Honorary Fellow of International Association for Cross-Cultural Psychology, and Fellow of National Academy of Psychology. He is a recipient of Fulbright Fellowship, Senior Commonwealth Fellowship, and Prof V K R V Rao Award.

He served as the President (194-960) of the International Association for Cross-Cultural Psychology, President (2002) of the National Academy of psychology and as a Member (2008-16) of the Executive Committee of the International Union of Psychological Sciences. Presently, he is the President of the Division, Psychology and Societal Development and a member of the Board of the International Association of Applied psychology.

His research, over 100 scientific papers /chapters on Social motivation, pro-social behaviour, environmental stressors ,and contemporary social issues are published in Journals like; Journal of Personality, Journal of Social Psychology, Journal of Applied Social Psychology, Journal of Basic and Applied Social Psychology, European Journal of Social Psychology, Environment and Behaviour, Environmental Psychology, International Journal of Psychology; Jr. of Cross-Cultural Psychology, International Review of Applied Psychology, Psychological Studies, Indian Journal of Psychology, and in edited volumes published by Sage, and Academic press. He has edited two rounds of ICSSR review of psychological research in India. The first round was published in 1988 in three volumes as Psychology in India: State of the art (New Delhi: Sage Publisher).The second round also resulted in three volumes (2001, 2002, 2004) as: Psychology in India, state of the art: Revisited (New Delhi: Sage).He is a co-editor of the second edition (vol1) of the Handbook of Cross-Cultural Psychology (Allyn & Bacon) and Psychology Education and Training: A global Perspective (Taylor & Francis). He has also co-edited two volumes of Advances in Cognitive Science, (Vol 1&2) New Delhi: Sage Publication.

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### **Title**

Full Cycle Social Psychology for India: How to overcome road-blocks?

### **Abstract**

Understanding and insightful commonsense cultural explanations of social behaviors have always been in all societies in different time period of human history. Scientific social psychology made a beginning in the later part of the nineteenth century in the West and was imported in India with introduction of the western university system more than hundred years ago. Social psychologists in India began questioning carbon copy of the discipline more than fifty years ago. Some of them argued convincingly in favour of contextualized social psychology to make it more relevant and applicable for social-economic change and overall societal development for larger human welfare. These arguments received wider support but in reality remained mostly rhetoric. In the 1980s, it received another twist in the form of popular call for Indigenous Psychology. Arguments are made for the Full Cycle Social Psychology (FCSY) requiring the process of back and forth between observation of real world problems leading to research questions followed by empirical findings and applications of those evidence based scientific ideas in the real world .The FCSY was, perhaps, the mission of our seniors of the 1960s and 70s but they could not uproot and dislodge establishments of colonial psychology. The presentation is to discuss ways to overcome road blocks to establish the FCSY.

### **3. Author: Prof. Ajit K. Mohanty**

#### **Biography**

Ajit Mohanty, Ph. D. (Alberta, Canada), was a National Fellow of the Indian Council of Social Science Research (ICSSR) after his retirement in 2011 as Professor of Psychology (and former Chairperson) in Zakir Husain Centre for Educational Studies, Jawaharlal Nehru University, New Delhi, India. He has published in the areas of psycholinguistics, multilingualism and multilingual education focusing on education, poverty and disadvantage among linguistic minorities.

He was a Professor and Chairperson at the Centre of Advanced Study in Psychology, Utkal University and President of the National Academy of Psychology, India (1997). During 2007-2008 he was Fulbright Visiting Professor in Teachers College, Columbia University, New York. Earlier he was a Fulbright Senior Scholar (University of Wisconsin, Madison), Killam Scholar (University of Alberta), and Senior Fellow (Central Institute of Indian Languages). The latest volume of the Encyclopedia of Applied Linguistics, 2013 carries a Biographical entry on Professor Ajit Mohanty for his eminent contributions to the field of Applied Educational Linguistics.

He is in the Editorial Boards of several international Journals including International Journal of Multilingualism and Psychological Studies. He is the founder Director of two International Projects From Mother Tongue to Other Tongue and the National Multilingual Education Resource Consortium ([www.nmrc-jnu.org](http://www.nmrc-jnu.org)) at Jawaharlal Nehru University. He has been an International Consultant to Governments of Finland and Nepal for Developing (along with Tove Skutnabb-Kangas) Multilingual Education Policy and Strategy for Nepal. Professor Mohanty headed a team to draft the recent Policy for Mother Tongue based Multilingual Education of the tribal children in Odisha. He has been conferred honorary Fellowship of the National Academy of Psychology, India and Association of Psychological Science, USA “in recognition of (his) sustained outstanding contributions to advancement of psychological science”.

Professor Mohanty is a writer – an essayist and a columnist and short story writer in Odia. He has written, for over 7 years, weekly columns in some Odia newspapers. Promotion of education in mother tongue has been Professor Mohanty’s life-time ideology, research, effort and ambition.

#### **Title**

Languages as Cognitive Resource

### **4. Author: Prof. Lilavati Krishnan**

#### **Biography**

Prof. Lilavati Krishnan, Ph.D at MacMaster University, is a social and cultural psychologist. Her research has focused on examining the social behaviors from the cultural and historical perspective especially in the area of justice and prosocial behavior. Her publications have appeared in the journals like European Journal of Social Psychology, Journal of Experimental Social Psychology, Journal of Cross-cultural Psychology, The Journal of Social Psychology, The Journal of General Psychology, Psychologia, Asian Profile, The Italian Journal of Psychology, Psychological Studies, and Psychology and Developing Societies. She is a former President and at present Fellow of National Academy of Psychology, India.

#### **Title**

Prosociality in India- Revisited

#### **Abstract**

Prosociality refers to behaviour or attitudes aimed at doing good to others even at a cost to oneself. Formal research in the area of helping or prosocial behaviour, adopting the conventional social-psychological approach, has been carried out for more than three decades mainly in western cultures. In our country, by contrast, prosocial behaviour has not been a visibly active research area. This raises a question because some major social concerns in today's society are the alarming rise in various forms of crime, accompanied by apparent insensitivity to others' welfare, and increasing self-interest. All of these aspects imply a low level of prosociality, but this has not been empirically established. In the present discussion, it is pointed out why there is a need to examine the actual state of prosocial attitudes and behaviour in our society. Indian research related to prosociality is briefly reviewed, and some contradictions are highlighted. On one hand, the theme of 'giving' (*daan*) and sharing have been propagated in traditional Indian thought. Some contemporary findings and observations indicate a fairly high level of helpfulness among Indian subjects in specific domains. Several groups and individuals are involved in community service for the needy. On the other hand, there is a general perception that prosocial tendencies are declining among Indians. Many studies show only a low to moderate level of helping behaviour. India ranks low on the World Giving Index. These inconsistencies need to be understood and explained. Findings of an ongoing survey are discussed that demonstrate the role of variables such as the acquisition of resources, the donor-recipient relationship, priority of need versus reciprocity and other criteria, and the source of the recipient's need. It is suggested that social scientists can contribute by investigating prosociality in our society. This will help in communicating the message that true 'development' of our society necessitates going beyond an economic approach alone, and nurturing the natural sociobiological propensity towards a positive 'other'-orientation.

## **5. Author: R.C. Mishra**

### **Biography**

R.C. Mishra (D.Phil., University of Allahabad) is a Professor Emeritus of Psychology at Banaras Hindu University, India. He has been a Post-doctoral Research Fellow and Shastri Research Fellow at Queen's University, Canada, and a Visiting Professor at the Universities of Konstanz (Germany) and Geneva (Switzerland). He has also been a Fellow-in-Residence of the Netherlands Institute of Advanced Study, Wassenaar, and a Fulbright Scholar-in-Residence at Wittenberg University, Springfield (USA). He is a Past President and currently a Fellow of the National Academy of Psychology (India). His research has focused on understanding ecological and cultural influences on human development, and he has widely published in this area, both nationally and internationally. He is the co-author of *Ecology, Acculturation and Psychological Adaptation: A Study of Adivasis in Bihar* (SAGE), *Development of Geocentric Spatial Language and Cognition: An Eco-cultural Perspective* (Cambridge University Press), *Ecology, Culture and Human Development: Lessons for Adivasi Education* (SAGE), and co-editor of *Psychology in Human and Social Development: Lessons from Diverse Cultures* (SAGE).

### **Title**

Spatial Language and Encoding in an Eco-cultural Perspective

## **6. Author: Prof. Manas K. Mandal**

## **Biography**

Manas K. Mandal, Ph.D., is currently Distinguished Professor at Indian Institute of Technology Kharagpur, India. He was Director General (Life Sciences), Defence R&D Organization (DRDO), Ministry of Defence, Government of India, Delhi. Dr Mandal obtained his postgraduate and Doctorate degrees from Calcutta University in 1979 and 1984, respectively. He has completed his Postdoctoral Research Program at Delaware University (Fulbright Fellow), USA in 1986–1987 and at Waterloo University (Shastri & NSERC Fellow), Canada in 1993–1994. Dr Mandal was a Professor of Psychology at Department of Humanities & Social Sciences, Indian Institute of Technology, Kharagpur. He was also a visiting professor at Kyushu University, Japan in 1997. During 2003, he was a Fulbright Visiting Lecturer, Harvard University, USA. He has been awarded various Research Fellowships and Scientific Awards such as International Scientific Exchange Award (Canada), Seymour Kety Grant (USA). Recipient of four prestigious awards from the Prime Minister of India, Young Scientist Award (1986), Agni Award for Excellence in Self-Reliance (2005), Scientist-of-the Year Award (2006), Technology Spin-Off Award (2007). Dr Mandal has to his credit seven books, and over 100 research papers/chapters published in peer-reviewed journals/books. These researches are cited in more than 125 international journals and books.

## **Title**

Translational Cognitive Science: the road ahead

## **7. Author: Dharm Prakash Sharma Bhawuk**

### **Biography**

Professor of Management and  
Culture and Community Psychology  
University of Hawaii at Manoa, USA

### **Title**

Positive Indigenous Psychology: Perspectives from the Bhagavad-Gita

### **Abstract**

The *Bhagavad-Gita* presents various paths for living a harmonious life. Analyses of these paths lead to the discovery of many indigenous positive psychological constructs, which are discussed in this paper. Further, the *Bhagavad-Gita* synthesizes both the positive (*daivik*) and negative (*Asuri*) constructs in the sixteenth canto that allows for the development of an integrative framework for the study of positive psychology. Implications of these indigenous constructs for global psychology and research in the area of virtue, value, and positive psychology are discussed.