

UNESCO
AND
INDIA

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MINISTRY OF EDUCATION

GOVERNMENT OF INDIA



**INDIAN INSTITUTE OF
ADVANCED STUDY
SIMLA**

KUL BHUSHAN

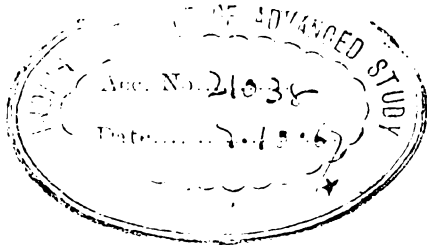
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Published by the Indian National Commission for Unesco, Ministry of Education,
with assistance from Unesco, and printed at the National Printing Works,
10 Daryaganj, Delhi-6, India.

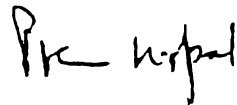
FOREWORD

UNESCO AND INDIA

This brochure is being published by the Indian National Commission for Cooperation with Unesco, to mark the 20th Anniversary of Unesco (United Nations Educational, Scientific and Cultural Organization). Prepared with Unesco's financial assistance, it is intended to tell a story which deserves to be better known—the story of Unesco and of India's participation in Unesco's varied projects and activities. UNESCO, which was established in the aftermath of World War II "to build the defences of peace in the minds of men" has been called the conscience of Humanity. In all its multifarious activities—whether in promoting development of Education, Science and Technology in the under-developed countries or in strengthening the bonds of intellectual understanding and enabling Philosophers, Sociologists, Economists and Scientists to come together and find the links which unite their disciplines, or in investigating the need for Disarmament, UNESCO has been inspired by the ideal of a World united in Peace and Understanding. True understanding of another is awareness based on compassion and knowledge and it has been UNESCO's aim to inspire sympathy and understanding based on goodwill between Nations and peoples.

Through the photographs selected for reproduction in this publication, we have tried to depict the varied aspects of Unesco's work in India, particularly to explain the significance of Unesco and to make clear what it is doing for India and the world.

This brochure outlines briefly India's contributions to the activities and achievements of the Organization since its birth in 1946. The aim of the publication is to inform the reader and stimulate his interest in the present and future of Unesco. I am grateful to Unesco for their assistance in bringing out this brochure both financially as well as by supplying suitable photographs. I would also like to record our appreciation of the valuable assistance rendered by Shri Kul Bhushan of the Central Hindi Directorate in the preparation of the write-up of this publication.



(Prem Kirpal)
Secretary General,

*Indian National Commission
for Co-operation with UNESCO*

15 July, 1967

UNESCO—WHAT IT MEANS?

Its significance in the modern world

A Scientist boards a plane for the United States of America to study one of the many complex techniques of the industrial world of today. An Educationist from a leading European country arrives in New Delhi to take up a post for guiding local experts on Fundamental Education. An Institute of Technology receives a shipment of complex machines to go into a newly built building which will be used for the training of technicians and technologists of a fast developing country, i.e. India.

In many of these operations, directly or indirectly, Unesco is involved, a body set up in the Course of World War II.

United Nations Educational, Scientific and Cultural Organization—created 20 years ago, was officially established in Paris on 4 November, 1946, after twenty States had accepted the constitution drawn up the year before in London at a Conference initiated by the Governments of France and the United Kingdom and attended by Representatives of 44 countries. During the three years prior to the London Conference, Ministers of Education of allied govern-

ments met with their United Kingdom colleagues to plan the intellectual reconstruction of their countries and lay the foundations for future cooperation. From then on, States joining Unesco are bound by the terms of a convention to carry out policies considered and adopted in common.

As mentioned in the preamble of the Constitution, the principles behind Unesco are clear and precise: "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed; that ignorance of each other's ways and lives has been a common cause of suspicion and mistrust between the peoples of the world. . . . That the wide diffusion of culture and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern." To give these lofty ideas an institutional form, Unesco was created "for the purpose of advancing through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind."

India is a Founder Member of Unesco which held its first session in Paris in November, 1946. From the initial 30 delegations represented at the General Conference of Unesco at the end of the first session, to the present total of 120 along with three Associate Members is a big leap for the body dedicated to the peoples of the world. Although it has an autonomous status, Unesco is a Specialized Agency of the United Nations and as such it carries out the projects involving Primary, Secondary and Technical as well as Adult Educations, scientific research and science teaching, social services and the mass media. 101 countries have benefited from such assistance, receiving 4,330 expert missions and 3,524 fellowships for study or Refresher Courses. By the end of 1964, Unesco had given aid amounting to £66 million under the Technical Assistance Programme.

In the fields already mentioned above, Unesco has three main tasks to perform. It must "maintain, increase and diffuse knowledge," "give fresh impulse to the popular education and to the spread of knowledge," and "collaborate in the work of advancing mutual knowledge and understanding of peoples".

In the field of international intellectual co-operation, work is done through subsidies to international non-Governmental organi-

sations, through major conferences which in 1965 alone amounted to 169, through Advisory Committees dealing with subjects as different as school curricula, adult education, universal literacy, research on natural resources, earthquake-engineering, standardisation of documentation and the mutual appreciation of Eastern and Western cultural values. Unesco also collates the results of these discussions in English, French, Russian and Spanish. 4,000 such titles have so far been published by Unesco, including such publications on ideas as *Impact of Science on Society*, *Current Trends in Scientific Research*, *the Unesco Handbook of International Exchanges*, etc.

In the field of operational action in the service of development, Unesco has managed to retain its connections with the world's educators, scientists, artists, writers and journalists. On 1st October, 1965, 746 experts were at work on projects financed either by the Regular Programme, Technical Assistance or the Special Fund. In 1964 alone 1,200 fellowships were awarded and equipment worth £ 5 million supplied. The programme of Unesco has changed with the composition of its Member States of which today two-thirds are developing countries. Education and Science are viewed as basic investments lying at the very heart of development. Literacy, Secondary Education, Teacher Training, Adaptation of Curricula, New Techniques involving the use of film, radio and television and programmed instruction through controlled experiments mainly in the teaching of Science and Languages, are all fields in which Unesco is taking keen interest because one way or the other all these are linked to the basic problem of developing economies of the under-developed countries. The provision for reading material to all types of readers is another field in which Unesco is involved, as without proper reading material neither literacy nor continuance of progress in literacy is possible. Public libraries also come into the picture.

In the field of moral action, Unesco is concerned with the dissemination of the spirit of international understanding and co-operation. As far back as 1953, Unesco started a system of Associated Schools with the aim of helping pupils to acquire a better knowledge of international problems through experimental activities dealing with the study of foreign countries and of Human Rights. The number of pupils who have taken part in these various programmes so far is well over 1,00,000. Coupled with this programme is the programme of Associated Youth Projects

run in collaboration with national authorities and international youth movements. The help of Unesco to these schools permits study of problems of international co-operation by youth groups. Through the Kalinga Prize the Unesco encourages popularisation of science. By travel grants to educators of adults and groups of European workers, it promotes the broadest possible circulation of artistic, literary and musical works. Unesco also slowly, but surely, works towards removing discrimination in education, race prejudice, and focuses attention of the world to the Universal Declaration of Human Rights by promoting discussions and debates on the values and concepts which underly the Declaration. Diffusion of culture is necessary if the idea of Human Rights finds roots deep in the minds of men. Unesco helps by publication of best colour reproductions of paintings, by sending travelling exhibitions of reproductions which have gone to about 100 countries and by publishing in collaboration with commercial publishers a series called *Unesco World Art Series* in which more than 20 volumes have already been published. In the field of literature, Unesco Collection of Representative Works now comes to 200 volumes with 100 more in the process of translation or publication. It also promotes the use of cultural films in museums, universities and libraries and has been for the last ten years sponsoring the International Rostrum of Composers which is intended to encourage exchange of contemporary works of music by radio. The establishment of Institutes of Oriental Studies at Tokyo, New Delhi, Beirut, Damascus, Cairo and Teheran, help East-West understanding at the specialised level. At the Secondary school stage, encouragement is given to the improvement of curricula and text-books with more emphasis on cultural values and in out-of-school education various methods for dissemination of knowledge on this topic have been used, including lectures, exhibitions, museums, travel grants, etc.

One of the great tasks Unesco set itself in the past twenty years has been the preparation of a six-volume History of Mankind on Science and Culture.

In 1951, Unesco established an International Commission for an International History of Scientific and Cultural Development of Mankind to supervise the work of historians and scholars from many countries who were to prepare the history.

In the words of Director-General of Unesco, "the subject of this work is the gradual development in its most expressive mani-

festation of the consciousness of the universal man.”

Two volumes on the subject have been published. Volume-1 of the History of Mankind deals with pre-history and beginning of civilization. This volume has also appeared in paper back form in two parts in the United States of America. Volume-2 of the History of Mankind (a set of three books) relates to the ancient world.

Unesco has also taken in hand international campaigns for museums and monuments which have been particularly successful. It co-operates for the improvement of restoration and preservation techniques as well as for the training of specialised personnel. It has sent two teams of Specialists to some fifteen countries to record on microfilm nearly four million pages of valuable and irreplaceable documents in national archives and libraries. And last of all may be mentioned the Unesco's most spectacular project which it has launched in 1960 at the request of the Governments of the United Arab Republic and the Sudan to save the monuments of Nubia from being submerged by the waters of the Nile upon completion of the Aswan High Dam. Forty expeditions from fifteen countries have explored Egyptian Nubia and a dozen countries took part in the exploration of Sudanese Nubia.

The Government of India is also participating in the International Campaign to save the monuments in Nubia from inundation from the waters of the Aswan Dam. India has agreed to contribute Rs. 28 lakhs in the form of service, stores and equipment of Indian origin as our share of expenditure on the Nubian Campaign.

All free standing temples have been dismantled for reconstruction elsewhere. The best of these temples are those of Abu Simbel which are being cut free of their rock cliff, dismantled and then re-built on a higher level where the waters of the Nile will not reach. Fifty countries are contributing an estimated £ 30 million for this operation alone.

The above is a *bird's eye view* of what Unesco is trying to accomplish in the various fields of knowledge of Technology and Curricula to bring about a revolution in the thinking of men everywhere, a revolution based on co-operation, good-will, lending and borrowing of technical knowhow, so that the danger of wars being born in the minds of men again may be minimised and the developing countries may feel themselves not alone in their fight against

poverty, illiteracy and lack of resources. Though the funds at the disposal of Unesco are meagre to the problems facing the newly emerged free nations of the world, yet Unesco's influence is extensive because it is systematically qualitative in character and its application to a particular problem is done with the ideal of universalism.

UNESCO'S CONTRIBUTION TO INDIA

The need for expansion of education in a country of the proportions of India faces many varied problems and Unesco has helped to a large extent in channelising the meagre resources of the country towards the reform and expansion of education in the primary stage, secondary stage and at university level. It is impossible to trace historically the quantum of Unesco's contribution in the field of education. It will be sufficient to give details of some salient projects in which Unesco has given a helping hand either by giving an initial grant for the setting up of an Institution or by giving small grants for the organisation of seminars, symposia, etc., to give impetus to thinking on educational problems on modern lines.

A national seminar on the role of teacher training colleges for promotion of education for international understanding and co-operation was organised in December 1960 at Vidya Bhawan Teachers College, Udaipur, which was attended among others by Mr. Irvine of Unesco. The seminar made a number of recommendations on the development of curricula and co-curricular activities in the schools and the role of Teachers Training Colleges in promoting better appreciation of other cultures through educational methods. The seminar also recommended constant use of various experiments which was vital for the development of proper and effective educational programmes.

Under the auspices of Indian National Commission for Co-operation with Unesco, a symposium on Education and Traditional Values was organised on 28th September, 1962, in New Delhi. It provided an opportunity to discuss the role of education in the preservation and adaptation of traditional values in India's changing society. When it is considered that we can rely mainly on education and educators to bring about the synthesis between those values which Indian culture has evolved and preserved and those that are emerging as a result of the rapid shift towards industrialisation, the theme of the symposium assumes enormous importance. It is felt that technological advancement must not be allowed to vitiate a way of life of which the people are rightly proud. However, care should be taken not to over-play the theme of glory that was India. The country's hope lies in the manner in which the future generations are equipped to answer the challenge of tomorrow without necessarily abjuring the past. Contributors who wrote papers for the seminar were Swami Ranganathananda of Ramakrishna Mission Institute of Culture, Prof. A.R. Wadia, Mrs. Kamladevi Chattopadya, Dr. Mulk Raj Anand, Dr. Jal. F. Bulsara, Prof. M.N. Srinivas, Prof. Indra Sen, Bhai Jodh Singh, Prof. G.C. Chatterji and Prof. M. Mujeeb. Dr. Zakir Husain inaugurated the seminar and Dr. K.L. Shrimali, Minister of Education, presided. Mr. Rene Mahcu, the then Acting Director General of Unesco also spoke at the inaugural session.

The Government of India in collaboration with Unesco established in 1962 a Regional Training Centre for Educational Planners, Administrators and Supervisors in Asia in furtherance of the Organisation's regional programme for primary education in Asia. The name has since been changed to the Asian Institute of Educational Planning & Administration. The Centre is one of the four such centres established in the region to meet its needs for trained personnel for the development of Universal and Compulsory primary education. The three other centres are situated at Bangkok, Manila and Bandung. The New Delhi Centre provides short in-service training courses for officials of various Ministries or Departments from participating Asian countries. It undertakes and promotes research in the technique of educational planning, administration and supervision and will place its results at the disposal of such Member States and Associate Members and assist such States upon request in organising educational planning services

and in holding national training courses. Under the agreement between Unesco and the Government of India, the former assumes responsibility for re-imbusement of expenditure on account of salaries and allowances of the Director, Deputy Director, Assistant Director, Statistician, Finance Officer, etc., and payment of honoraria to part-time lecturers. In addition, Unesco has made available the services of foreign experts and interpreters. Unesco offers sixteen or more fellowships for each training course conducted at the Institute. Other expenditure on establishment and provision of physical facilities is the responsibility of the Government of India.

In 1964-65 the Institute conducted two three-month Courses which were both bilingual, i.e. in English and French. The fourth Course was attended by 27 participants from 13 Asian countries and the fifth Course was attended by 22 participants from 10 Asian countries. From August 1965 onwards, the duration of the Course has been enhanced to four months. The Institute has brought out several publications on the problems of educational planning and has also published research studies on educational supervision in Asia, "Wastage and Stagnation in Primary and Secondary Schools," etc. The Institute proposes to survey the needs and facilities for research and training in educational planning and administration in the Asian region.

Under the U.N. Development Programme of Unesco, grants are given only for projects directly related to accelerating the process of social and economic development and is routed through the Specialised Agencies concerned. During the two calendar years 1967-68, India is expected to get an assistance amounting to \$1,891,200 for a number of projects in the field of science, education and technology, the most important of which are :

- (a) programme for the development of science education at the secondary level through the development of science departments at the National Institute of Education and the four regional teachers' training colleges;
- (b) the development of advanced centres of studies and research in selected universities; and
- (c) development of the Central Arid Zone Research Institute, Jodhpur, Indian Institute of Technology, Bombay, and other technical institutes.

Financial assistance under this programme has also been made available to the Education Commission. About sixty fellowships for the training of Indian personnel abroad in advanced branches of engineering, sciences, and technology, etc., have been made available during the biennium 1965-66. The services of an equal number of foreign experts will be made available to India under this programme.

Unesco have offered under their programme of Participation in the activities of Member States an expert in museography for six months as also equipment for the National Museum worth £3,000

In the field of Science, Unesco have helped the Government of India in equipping a laboratory for a ground-based observation and Training Centre near the International Equatorial Sounding Rocket Facility which has been set up by the Indian National Committee for Space Research at Thumba (Kerala).

The development of Science education at secondary level has already been mentioned in the proceeding pages, but a special mention here may be made of the Central Arid Zone Research Institute at Jodhpur which is to work for reclamation of the desert lands and bring them under the plough again. The problem of water in the Rajasthan desert is an acute one and research at this Institute, it is expected, will help the process of reclamation that is urgently needed.

In connection with the Unesco's Pilot Project on Chemistry Teaching in Asia, a meeting was held in Moscow in September, 1964, under the auspices of Unesco. As far as India is concerned, the National Council of Educational Research and Training in co-operation with the University Grants Commission has assumed the over Hall responsibility regarding this project. Four Indian Scientists were invited to participate in the International Working Group meeting at Bangkok in the last quarter of 1966. This Working Group will work at Bangkok for one year.

In view of its geographical position, India has taken an active part in the International Indian Ocean Expedition co-sponsored by the Unesco and the Special Committee on Oceanic Research of the International Council of Scientific Unions. The preparations for Indian participation in the Expedition were taken in hand as early as 1960 and a National Committee on Oceanic Research was

set up in July, 1960, under the Chairmanship of Dr. D.N. Wadia, Geological Adviser to the Government of India, Department of Atomic Energy. The Committee drew up a co-ordinated plan for the Indian participation in the Expedition. A number of Indian vessels also took part in the Expedition investigating in all respects of Oceanography on the continental shelf and adjacent waters.

Unesco offered seven fellowships to India during the years 1965-66 in various branches of Oceanography for which candidates were selected. Four of these candidates were attached to the vessels participating in the Expedition and three studied abroad on regular fellowships.

Unesco has also given assistance amounting to \$ 45,000 for developing an International Geological Research Station at Cochin and for a Physical Oceanography Centre at another place. A documentary on the Indian Ocean Expedition was also produced.

Unesco set up a Research Centre on Social and Economic Development in Southern Asia in 1960. In 1964 the Government of India entered into an agreement with Unesco for the continuance of this Centre for a further period of two years ending 31st December, 1966, on the same terms and conditions with some minor modifications. The Centre was shifted to New Delhi in January 1961 from Calcutta to enable it to work in close collaboration with the Planning Commission and the Institute of Economic Growth. During 1964 the Government of India paid its annual contribution of Rs. 67,000. Unesco's contribution to this Institute is \$ 91,000 per year. The Centre continued to do important work as an agency for developing studies in Social Sciences in South Asia region. It has specialised in studies on the influence of social and cultural factors on the productivity of industrial labour.

The Research Centre has now been merged with Institute of Economic Growth with effect from 1.1.1967 and the Government of India have decided to give it sufficient financial assistance to enable it to continue to function as regional, that is, PAN-ASIAN INSTITUTION, serving the needs of Asian countries. While the Centre ceased to be a part of the Unesco Secretariat with effect from 1-1-1967, Unesco have agreed to continue its assistance in the future for undertaking regional programmes of research and study.

A Research Council for Cultural Studies was established

at the India International Centre in New Delhi as one of the four Associated Institutions of Unesco for the study and preservation of cultures. This council has completed the following projects :

(i) A study of opinion regarding work : This project, taken up in 1963, attempts to determine the attitude of men towards their work, the shifts in occupational patterns among those who live in cities and rural areas. Investigations were confined to India, Malaysia and Ceylon through questionnaires and interviews. The report has already been revised and finalised.

(ii) Images and International understanding : This project was taken up in 1963 with a view to studying the images that the elites of India, Philippines and Thailand have about each other as well as about the neighbouring countries and also to study the extent to which these images facilitate or hamper understanding between countries.

(iii) The Tradition of non-Violence in East and West : Taken up in 1963, this project aims at carrying out a historical and comparative survey of the philosophical ideals held in the South Asian regions specifically relating to the subject of non-violence. The report has since been finalised.

(iv) A study of Eastern students as Culture carriers : An inquiry about the impact of culture of Eastern students who go abroad for studies was taken up at the instance of Social Sciences Division of Unesco. It is a cross-cultural investigation covering India, Iran and the United Arab Republic. The Indian part of the study was sent to Unesco in June 1964 and a consolidated report is being published by Unesco.

(v) Directory of Research Institutes in South East Asia : The preparation of this Directory of institutions engaged in research on Asian cultures in South East Asia was taken in hand at the instance of Unesco and is still under processing.

(vi) Industrialisation and Social Change : This project was undertaken in order to study the impact of industrialisation on social change.

(vii) Science & Technology : The aim of the project is to study the place and role of science and technology in the traditional Hindu, Buddhist and Islamic civilisations as well as in the modern development of oriental civilisations with a wide participation of competent scholars.

(viii) The Research Council sponsored a ten day Inter-

national seminar on "Interdisciplinary Approach to the problem of Social change in the developing countries." It took place in December, 1964, and was attended by a number of prominent Professors and specialists from within India as well as abroad representing various universities and other institutions.

International Understanding: In 1964, in order to review the progress of this programme which was initiated in 1962, the National Council for Co-operation with Unesco organised a seminar at New Delhi. 69 delegates attended the seminar and Unesco was also represented. The seminar inter-alia recommended that education for international understanding should be made an integral part of education system at the higher secondary stage. This programme could also be extended to the elementary stage of school education on a pilot project basis.

Study Kit on India for schools abroad: A study kit on India consisting of photographs, brochures, filmstrips and models of sculptural and architectural masterpieces was compiled and sent to Paris in December, 1963. This was exhibited on the occasion of the tenth Anniversary of the Associated Schools Project for Education in International Understanding. The National Commission is now preparing five sets of the Study Kit to meet orders received from other National commissions.

East West Major Project

A ten-year Major Project on Mutual Appreciation of Eastern and Western Cultural Values was launched by Unesco in 1957. This project aimed at stimulating among the peoples of the East and the West appreciation of one another's cultures, which alone could lay a lasting foundation for international understanding and peaceful co-operation. A programme of activities developed by the Organization fell in three parts: studies and research; teaching; education of adults and the cultural life of the general public. This was one of the programmes of Unesco projected to reach all sections of the people and caught the imagination of Member States of Unesco, National Commissions, Non-governmental Organizations, Universities and Learned Societies which co-operated to promote the objects of the project.

The Indian National Commission for Unesco decided to constitute a National Advisory Committee for this project and the first Committee consisting of seven eminent persons with the Education Minister as its President was formed in 1958.

In collaboration with Member States, Unesco sponsored the establishment of a network of Associated Institutions for the Study and Presentation of Cultures, priority being given to the leading cultural areas of the Orient. The aim of this programme was to foster through international collaboration, the development of social science and humanistic studies in each of these great cultural areas, train research workers, and to give a fresh impetus to the scientific studies of civilizations, placing emphasis on comparative and general studies and on research into cultural interaction.

The first Associated Institution known as the Centre for East Asian Cultural Studies was established in Tokyo in July, 1961. Two other institutions were located at Beirut and Damascus. The fourth was set up at the India International Centre under the name of Research Council for Cultural Studies.

As a first step in the formulation of activities designed to further the long-term objectives of the East-West Major Project, the Research Council convened in New Delhi a nation-wide meeting of scholars and experts to lay the basis for a programme of studies and research to be undertaken by it as an Associated Institution. Another programme of work developed by the Council was to convene an international meeting of experts with the co-operation of Unesco, to ensure that the projects for research and studies had the approval of national scholars and also of the scholars from within and outside the region of South and South-East Asia. The Council has completed a number of Study Projects concerning the Culture of South East Asia.

In the same series of activities, an Indo-US Bilateral Project to promote mutual understanding between the peoples of the two countries was completed. Under this project the National Commissions of the United States of America and India had undertaken to convene meeting of groups of scholars to identify the traditional values animating the life of their respective people, and on the basis of values agreed upon by the scholars, to prepare working papers to exchange between them. The working paper on Traditional Values in American Life prepared by Dr. Ralph Henry Gabriel was presented to the Indian National Commission in 1960

and on the Traditional Values in Indian Life by Dr. Sudhakar Chattopadhyaya, presented to United States National Commission in 1961.

The Indian National Commission also planned four Seminars on Traditional Values in American Life and Indian Life to enable Indian universities to participate in them on regional basis.

The Indian National Commission attaches considerable importance to the collaboration and co-operation of Universities in the implementation of Unesco's programmes in India and has made special efforts to interest the universities in the objectives of the East-West Major Project. It was felt that the universities which are seats of learning could play a significant role in the field of international understanding.

The Commission sought and obtained financial assistance from Unesco for initiating a programme of celebration of Orient-Occident Weeks in University Centres. The programme comprised activities to study the life and culture of a selected country by each one of the universities organising the Week.

Other important activities undertaken within the context of the East-West Major Project were as under :

- (i) translation of foreign classics into Indian languages
- (ii) exchange of history textbooks
- (iii) participation in the International Exhibitions
- (iv) organization of an East-West Cultural Conference in Calcutta (The theme of the Conference was : the reaction of the peoples of East and West to the basic problems of modern life)
- (v) symposium on Eastern and Western Spiritual Life by Institute of Oriental Philosophy, Vrindavan
- (vi) assembling a Study Kit on India

International understanding and cooperation

Unesco launched in 1952 a special project known as the Associated Schools Project for Education in International Understanding and Co-operation. This project aims at stimulating experiment in education for international understanding in a systematic manner in selected secondary schools and teacher training colleges in Member States. The Project was launched with 30 secondary schools in 15 countries. There are now 250 schools and teacher

training colleges in 45 countries participating in this programme. India joined this programme in 1953 with six institutions which later increased to 22 comprising 9 secondary schools and 13 teacher training institutions. These 22 institutions have direct contact with Unesco Secretariat from whom they receive materials for the implementation of their programmes. These schools work on three main themes: teaching about the UN and the Specialized Agencies; teaching about Human Rights and Fundamental Freedoms; and teaching about other countries. These institutions are also specially invited to organise each year celebrations of UN Day, Human Rights Day and to participate in various international exhibitions of interest to schools.

The Indian National Commission was vitally interested in the objectives of this programme and desired to bring in more schools and teacher training institutions to actively participate in it. Realising the need for establishing "education for international understanding" as a permanent part of the curriculum in schools, the Secretary-General of the Commission early in 1962 made a special request to the educational authorities in the country to draw the attention of the authors of the school textbooks to the need for incorporating in their textbooks, wherever possible, an account of the purposes and principles, the structure and activities of the United Nations and of the Specialized Agencies. Under the Expanded Programme undertaken by the Commission in support of Unesco Associated Schools Project for International Understanding and Co-operation, over 430 schools and teacher training institutions throughout the country are participating in studies. The Commission continued to organize workshops to enable teachers of participating institutions in different states to come together and exchange views on the working of the programme. It was also considered necessary for the programme to have an all-India coverage. In view of the usefulness of such a get-together, National Seminars on Education for International Understanding have been organized in the past. The second in the series was held in New Delhi from 22-27 December 1966 which was inaugurated by the Union Deputy Minister of Education, Dr. (Mrs.) Soundaram Ramachandaran. 69 delegates attended the seminar including officials from State Directorates, teachers from participating institutions, and observers from international agencies

and non-governmental organizations. The main purpose of this Seminar was to review the progress made in the programme of education for international understanding, to consider the difficulties impeding the implementation of the programme and ways to overcome these difficulties as also to consider the further extension of the programme with particular reference to the sector of primary education.

On a request from the Indian National Commission, Unesco provided the services of one expert for a period of 3 months for assisting and guiding the Commission in the further development of the programme for international understanding in schools. For this assignment, Unesco deputed Mr. Terence Lawson, Secretary, Council of World Citizenship, London. Mr. Lawson arrived in India on 1st of September 1966 for a period of 3 months. Under his guidance, a Teachers' Workshop was organised at Madras and he also directed the Second National Seminar held in New Delhi recently.

In March, 1964, the Indian National Commission arranged an exhibition of Unesco publications and visual materials on Human Rights, UN, Africa, World Health, Rights of the Child, etc., and of other publications on the life and culture of various countries on the event of the sixth conference of the National Commission. The exhibition was greatly appreciated and the Conference passed a resolution that it should be taken to all major cities of the country. This is being done.

A photographic exhibition entitled "The Art of Writing" prepared by Unesco was received in early 1965. This exhibition was shown in New Delhi in May 1965 and in June it was shown in Srinagar. The exhibition was also taken to Bombay, Calcutta, Madras, Bangalore and a few other places in that year.

Unesco is publishing through commercial channels works in the field of literature which a private publisher would hesitate to have translated, either because of difficulty or the cost involved or because the sale of such work is liable to be limited or slow. This programme has been a feature of Unesco's work since 1948. The National Commission is participating in this programme since 1953. Translation and publication into English and French of Indian

classics under the Unesco programme is implemented in collaboration with the Sahitya Akademi which advises on the classics to be selected for translation, the suitability of translators and the actual translation. In 1961 three books were published under this scheme in English and four books in French. Twelve more translations have recently been published.

In the Mass Communication programme of Unesco are included a number of aid projects designed to help developing countries to improve their newspapers, press agencies, radio and film services and in some cases their educational television facilities. But in this realm, spectacular progress in communication techniques has opened new horizons and the use of these techniques of communication on a world scale are likely to have great impact in the fairly near future upon the achievement of the essential objectives of Unesco, particularly the expansion of the free flow of information for peaceful purposes and for the education of youth and adults. As a part of this programme, Unesco publishes the results of numerous research studies that it helps to conduct and produces practical source books on education and allied subjects. The Indian National Commission gets assistance from Unesco for translation and publication of these studies in Member States. Six of these books have been translated into Hindi and are awaiting publication, while one has been translated in Tamil.

Under the Exchange programme, Unesco offer fellowships and study tours to nearly 1,500 persons from all over the world. The Indian National Commission shares 20 to 25 persons per year. Scientists, Educationists, Teachers, Authors, Youth Leaders, Labour Leaders, etc., are selected for study tours, the duration of which ranges from a few weeks to nine months.

International Round Table on Jawaharlal Nehru

Following the decision of the 13th General Conference of Unesco held in Paris in October-November 1964 to honour the memory of Jawaharlal Nehru by convening an international conference to consider Jawaharlal Nehru's Role in the Modern World, an International Round Table Conference was held by Unesco in co-operation with the Government of India in New Delhi,

from the 26th to the 29th September, 1966. The Conference, which was attended by distinguished statesmen, writers, publicists, philosophers, etc. from different parts of the world, discussed Nehru's fight for national independence and international peace, his contribution to social justice and national development, and his ideals in relation to the action of Unesco.

Based on the recommendations made by the Round Table, India submitted a resolution for the 14th General Conference of Unesco held in Paris in October-November 1966, suggesting that Unesco should launch a new programme entitled "Design for Living". This resolution, which was accepted by Unesco, suggested that the future of developing societies depends on the way in which the advances of Sciences and Technology are used not merely for improving the standard of living, but for re-interpreting and re-designing the standard of living in order to integrate man and his environment and enable him to lead a more satisfying life. It was felt that a critical assessment was needed of the relevance of the affluent standard of living now achieved by developed societies to the different cultural patterns, to the concrete needs and the more fundamental values by which man should live. This task also appears urgent in newly independent societies which are in the process of development and have the opportunity of avoiding the waste which affluence generates wherever technological advance is considered as an end in itself. Such a project can do great service in preventing all societies from embarking on the same path or creating a design for living which is not only alien to their cultures in some ways, but which inculcates values unrelated to the realities of their social existence and alien to their aspirations.

As suggested by Unesco, the Indian National Commission for Cooperation with Unesco is preparing a blue-print on the "Design for Living", and taking steps to initiate a pilot project on the subject.

III

INDIA'S CONTRIBUTION TO UNESCO AND OTHER COUNTRIES

India has been a Founder Member of Unesco. In 1947, when a budget appropriation of £6 million was made for the work of Unesco, the contribution of Member States was fixed on a ratio in which India and Pakistan share 4.6% of the entire budget of Unesco, India and Pakistan being the fifth highest contributors to the fund. In 1961-62, the net contribution of India to the Regular Budget of Unesco for two years was Rs. 33,58,029.

During 1963-64 India's share of the regular budget was \$370,404 and \$344,576 respectively. For the years 1965 and 1966, part of the contribution was paid in foreign currency and part in rupees. The contribution during 1965 was \$250,000 in rupees and \$151,741 in foreign exchange and the contribution during 1966 was \$200,000 in rupees and \$204,555 in foreign exchange.

In addition to the funds being made available to Unesco for its day-to-day working and for the various projects, the Indian National Commission also supplies information and statistical data to Unesco for their publications on education, information on research councils in the country, as also for Index Translationum.

The Institute of Library Science, Delhi University, played host to the Unesco's Regional Seminar on Library Development in South Asia in October, 1960. 27 participants from eight South Asian countries were among those who attended the meeting which was called to seek solutions both on national and regional basis to the problems involved in the development of Public and University libraries.

The Government of India became a member in October, 1963, of the International Centre for the study of preservation and restoration of cultural property set up by Unesco in Rome.

The Indian National Commission, at the invitation of Unesco Mission in Madagascar, sent material for an international exhibition of textbooks for secondary education in June, 1964.

The Government of India has offered 33 fellowships of the value of Rs. 450/- each P.M. to Unesco for advanced studies by African scholars in Indian universities and institutions. Up to the end of 1966 only 8 fellowships have been availed of.

Rs. 10,00,000 were offered as contribution for African Emergency Programme (1960) by the Government of India and Rs. 5,00,000 for training of African University personnel in India.

To the University of Liberia, India has contributed the services of a Professor of Physics and two Science teachers have been assigned to Tanganyika.

At the request of Unesco, the Government of India sent a Mission of Indian Educational Experts to Liberia in June 1963 for a three months stay to help the Government of that country to prepare a long term and comprehensive plan of educational development which will provide an adequate and balanced system of education covering all levels.

India's part in the International Asian Expedition has already been explained earlier. India is responsible for the award of Kalinga prize which has gone to such eminent popular Science authors as Arthur C. Clarke and Dr. Eugeno Robinowitch. The award has been donated to Unesco by Shri Bijayanand Patnaik, Ex-Chief Minister Orissa.

The National Advisory Committee on East West Major Projects was reconstituted by the Minister of Education and a meeting of the reconstituted Committee was held in March, 1964. Th Committee was of the view that Unesco's Major Project should be continued even after 1966, when it is scheduled to come to a close and that it should continue to develop with some necessary changes in the programme to meet the new needs of the present-

day world. It also recommended action to evaluate the work done so far and to give thought to the direction the Project should take during the coming years.

Indo-U.S. Bilateral Project to promote Mutual Understanding was initiated in 1958 between the National Commissions of the United States of America and India. As part of the preliminary phase of this joint discussions project, a meeting of American Fulbright professors and Indian scholars to discuss traditional values in life in the U.S.A. and India was held in the Y.W.C.A., Anandagiri, at Ootacamund, from 19 to 22 March 1959, under the chairmanship of Dr. Nihar Ranjan Ray, M.P. The outlines prepared in the respective countries by Dr. Ralph H. Gabriel and Dr. A. Appadorai were considered and it was generally felt that the value structures of both countries, however much they might differ in principle and in detail, have the following features in common : (a) Both value systems are the inheritance from an ancient past stretching back to the respective origins of Western and Indian civilizations. (b) Both value systems possess elements which in some respects are constant and unchanging, but which in other respects are subject to evolutionary growth and therefore can only be defined with respect to the context of the historic back-ground in which they have developed. (c) Both value systems, no matter how differently they may approach it, aim at the full self-realization of man as an individual. (d) It was generally agreed that twentieth century developments in both countries are modifying both sets of traditional values. This was a step taken under the East-West Major Project.

In 1959-60 the National Commission initiated a programme of celebration of Orient-Occident Weeks in University Centres in collaboration with the University Grants Commission and Unesco. Aligarh selected the United Arab Republic; Bombay, the U.S.S.R.; Calcutta, Indonesia; Madras, France; Osmania, the U.S.A., and Rajasthan, Germany. The activities included lectures, symposia, exhibitions, music recitals, film-shows, etc. Representatives of foreign missions located in India were invited to address the meetings of students. More such Weeks were organised in 1962-63 and 1963-64 in Allahabad, Annamalai, Banaras, Delhi, Karnatak, Patna & Gujarat.

The Indian National Commission sponsored support to the India International Centre, New Delhi, for a seminar in August-September, 1963, on the role of universities in East-West relations. The purpose of the Seminar was to invite the universities to prepare programme of action in the universities in implementation of the objectives underlying the East-West Major Projects of Unesco. 27 universities sent delegates to participate in this seminar and 12 papers were presented.

In January, 1962, the Institute of Oriental Philosophy, Vrindaban, organised a symposium on Eastern and Western spiritual values.

At the request of the National Commission of Poland, an exhibition of Indian graphics was sent to them in 1961. Exhibits for the exhibition of the Children's Drawings were also sent to Warsaw in 1961.

In 1961-62 and 1963 exhibits were sent to the World School Children's Art Exhibition held in Seoul (Korea). The National Commission also sent exhibits to the World Exhibition of Photographic Works organised at Tokyo in November, 1961. In addition to this, the Indian National Commission has been participating in almost all the International Exhibitions on Fine Arts organised by the different National Commissions from time to time.

Exchange of History Textbooks

The Indian National Commission for Unesco launched a significant project of exchanging the History and Geography textbooks with selected National Commissions so as to review the current textbooks from the point of view of accuracy, objectivity and reliability of the treatment of one country in the textbooks of the other. Under this project, one Geography textbook, received from the Polish National Commission for Unesco, has been reviewed by Prof. B. Ghosh of National Council for Educational Research and Training and comments forwarded to the Polish National Commission. Some books on History and Geography have also been received from the U.K. National Commission for Unesco and these are under scrutiny.

The National Commission supplied information in respect of

institutions in India engaged in the study of East Asian Cultures to the Japanese National Commission for use of the Centre for East-Asian studies established in Tokyo as one of the Associated Institutions under the East West Major Project.

Heads of several European and Far Eastern National Commissions visited India on their way to other places and the National Commission looked after their itinerary and stay in India. Some of the important persons who visited India were Mr. Wladyslaw Grzedzielski, Secretary General of Polish National Commission; Mr. The Jang Lok, Executive Secretary of the Indonesian National Commission for Unesco; Mr. Min-ha Cho, Secretary General of the Korean National Commission for Unesco; Dr. Nguyen Dinh Hoa, Secretary-General, Vietnam National Commission for Unesco; Dr. J.F. Leddy, President of the Canadian National Commission; Mr. J.L. Benor, Secretary General of the Israel National Commission. His Excellency S.K. Romanovsky, the Chairman of the Soviet National Commission for Unesco visited India in February-March 1964 as Chairman of a four-man Soviet cultural Delegation. The Russian Delegation to the fourth Regional Conference of Asian National Commissions for Unesco held in Bangkok in February 1964 visited India on their way back to their country. Mrs. M. Lambart, Director-General, Israeli Commission for Unesco, visited India on her way back from the fourth Regional Conference of Asian National Commissions and Madame M. Paronetto Valier, Secretary General of the Italian National Commission came to New Delhi after she had attended the PAX ROMANA CONGRESS in Bombay in December 1964. Mr. Hiroshi Kida, Deputy Secretary General, Japanese National Commission, visited India on 24 February 1965 for a week's stay.

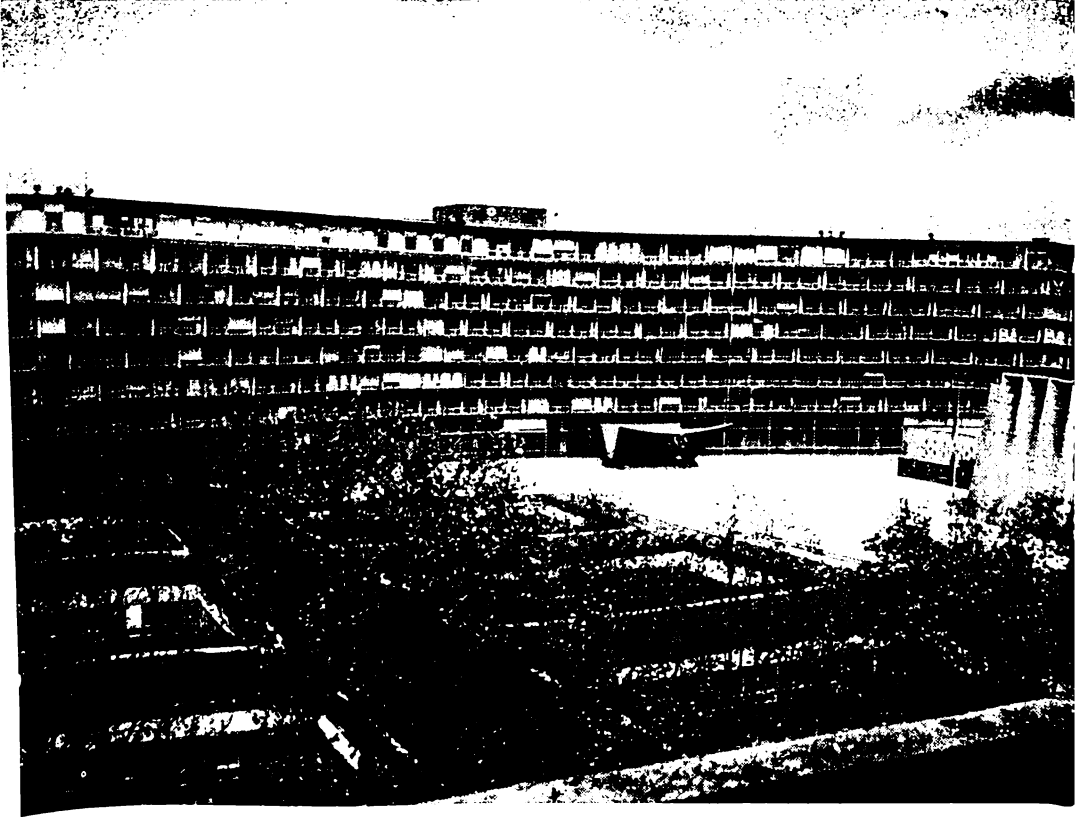
Mr. V.V. Vakroachev, Secretary General U.S.S.R. Commission for Unesco, Prof. Ilmo Hela, Chairman Finnish National Commission for Unesco and Madam Khunyang Dusdi Malakul, Chairman of the Cultural Committee of Thailand National Commission for Unesco, each paid a brief visit to India during 1966. The Indian National Commission arranged a suitable programme of visits and meetings for them during their stay in India.

The Indian National Commission took a prominent part in the

worldwide celebration of the International Co-operation Year. All State Governments and Universities were requested to observe 15th September, 1965, as the ICY Day in all the educational institutions. The ICY emblem has been printed and made available to State Governments, Universities, etc., for transmission to educational institutions and educational publishers. The National Commission has taken pains to ensure that the significance of the ICY was fully brought out and that the youth of the country participated in its observance in the letter and the spirit.

The Government of India has taken a very prominent part in the Reading Materials Project of Unesco which has been one of the oldest projects under which literature for neo-literates is sponsored and the production of low-priced, easily understandable books is promoted in the country. In this programme the Government of India has been a fore-runner in the sense that competitions for books for neo-literates in all Indian languages have been organised yearly since 1954, whereas Unesco sponsored its prize scheme for books for the new reading public much later. The Ministry of Education has taken keen interest in the development of the project and in the setting up and working of the Regional Centre for the Promotion of Reading Materials in South Asia at Karachi. In this programme, the Ministry of Education had played host to a Regional Seminar on Production and Distribution of Books for Neoliterates at Madras in 1959 and also hosted a meeting of the representatives of the participating countries to review the working of the project in that year and to suggest ways and means of improving the same.

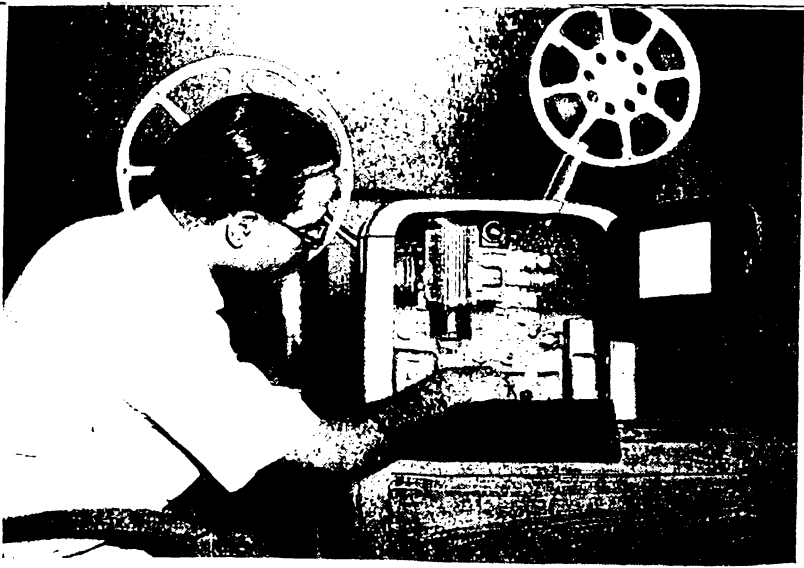
In addition, as with all the other National Commissions all over the world, the Indian National Commission also arranged itineraries of experts and scholars visiting India under one or another of Unesco's varied programme of operations under the International Exchange Programme.



Paris—Unesco House: general view of the Secretariat Buildings.



**Exhibit of Pressure Cooker at work at New Delhi. Unesco
Symposium on Wind and Solar Energy, 1954.**



16 mm. cinema Project used by the Delhi Public Library in their campaign of audio-visual education for children.

Children's corner of the Delhi Public Library.





Girls reading in Delhi Public Library.

A Multipurpose Library Van, carrying as many as 3,000 volumes in English, Urdu & Hindi service suburbs of Delhi. The Unesco Research Centre set up in 1956 in Calcutta in cooperation with the Government of India—works to develop social sciences in the region and to promote their application to the study of the social implications of industrialization. View of part of the Library and documentation service in the Centre.





Mysore—The Unesco Fundamental Education Centre has organised literacy classes for adults.



A group of Villagers in Delhi State community listening to AIR Programme on loudspeaker provided by Norway through the Unesco Gift Coupons Programme.

Semiconductors and Microwave Techniques: a Refresher Course, 1956.





Unesco Training Course in Marine Biology. Bombay 1958.

Unesco Training Course in Marine Biology. Bombay, 1958. Mr. Laevastu (F.A.O.) (Tropical helmet) and Dr. Carruthers (chequered shirt) conducting Bombay Course.

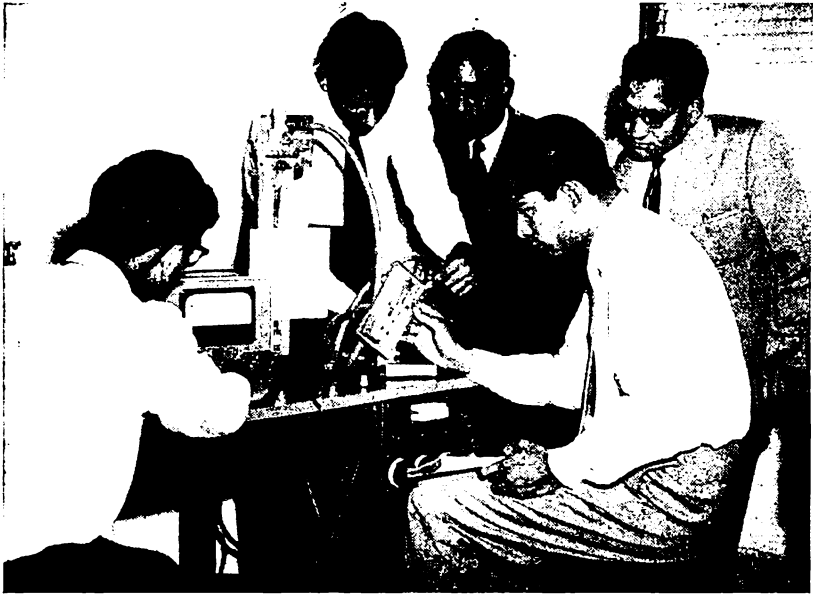




Unesco Symposium on Alogology, New Delhi—December, 1959.



The Unesco Research Centre, set up in 1956 in Calcutta—A view of part of the library and documentation service in the Centre.



Regional Training Course on High Vacuum Techniques—Dr. C. Balakrishnan in the middle.

Regional Training Course on High Vacuum Techniques. Dr. J.H. Leck in the extreme right.





Mr. Gardener addressing delegates to Unesco Regional Seminar on Scientific Documentation held in New Delhi during March, 1961.

A Delegate speaking at the Unesco Regional Seminar on Scientific Documentation.

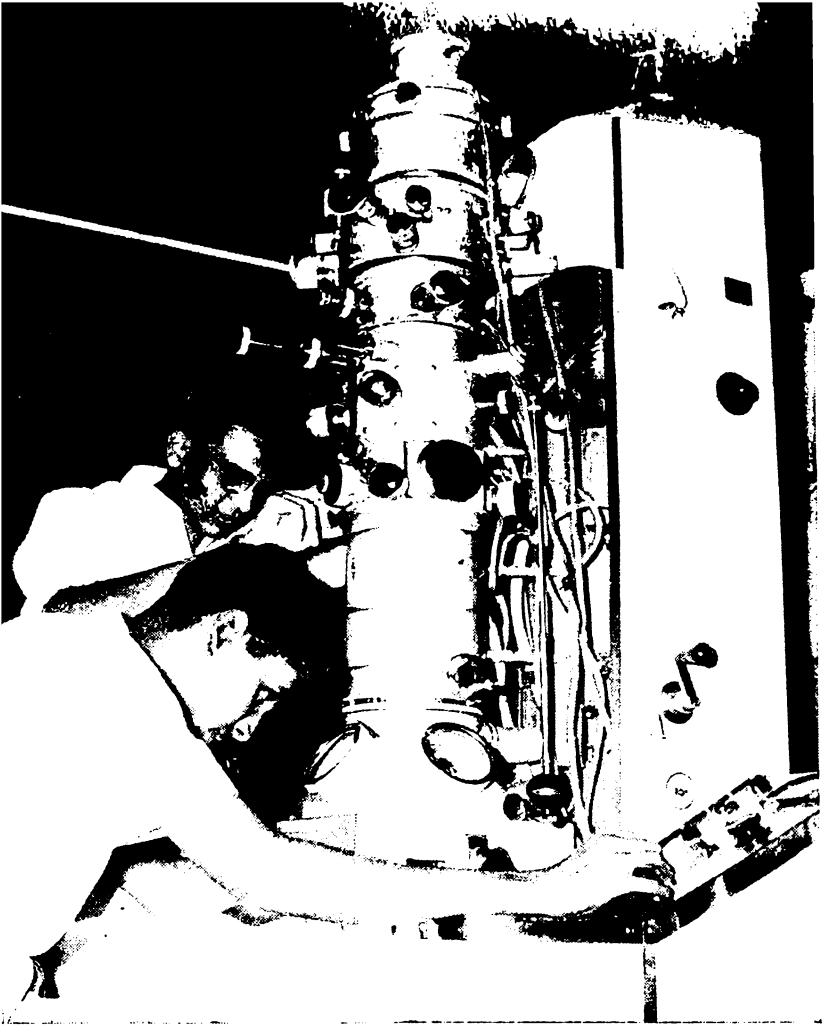


Unesco Technical Assistance--The Indian Institute of Technology in Bombay where Unesco has sent 20 experts to help with teaching and organisational work. Shown here is a student cricket match, organised by the Institute's sports club.

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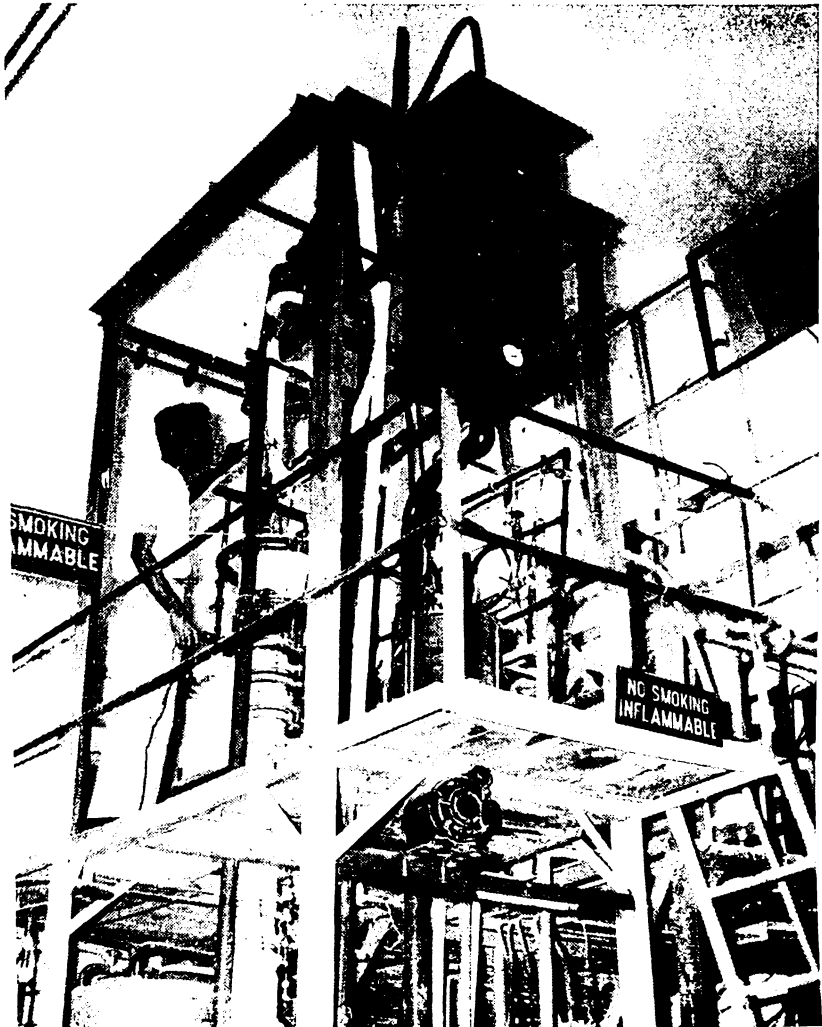
Kharagpur-Unesco Technical assistance--The Indian Institute of Technology--The Geology Laboratory

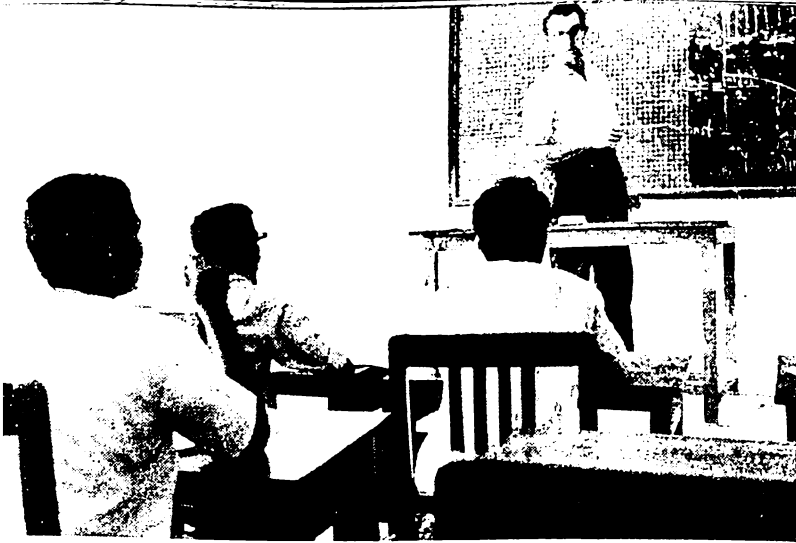




Powai—The Indian Institute of Technology. Two students operating an electronic microscope supplied to the Institute from USSR under Unesco Technical Assistance.

Powai—The Indian Institute of Technology : part of one of the workshops.

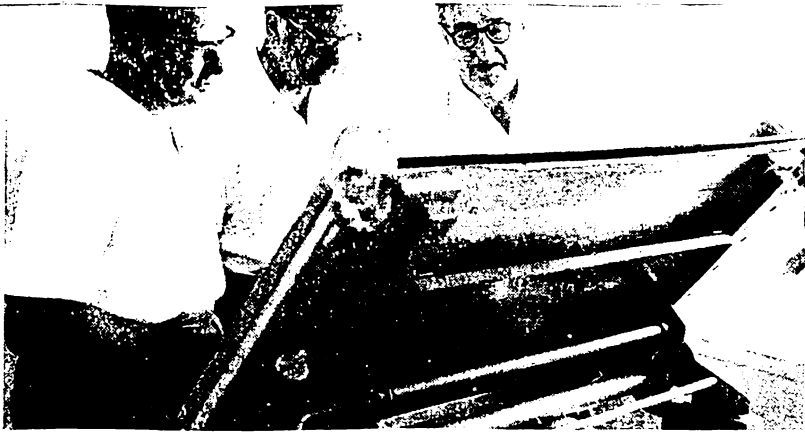




Powai—The Indian Institute of Technology—A course.

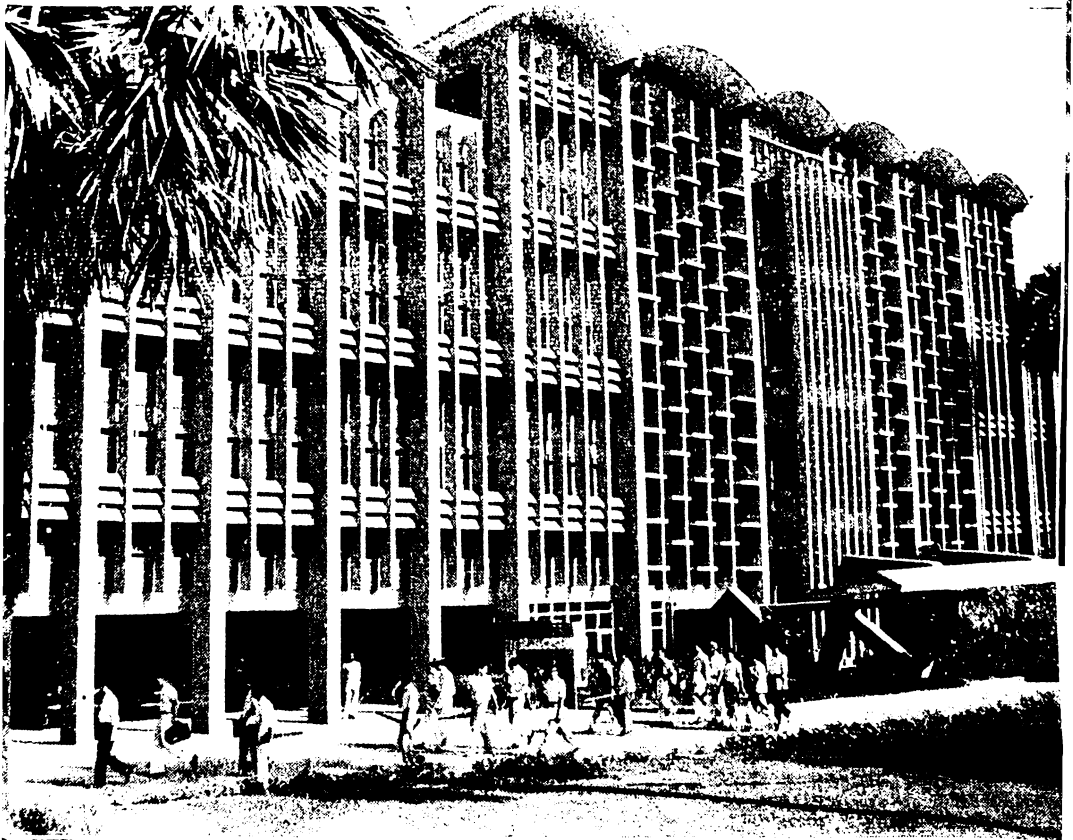
Durgapur—The Central Mechanical Engineering Research Institute is a Project of the United Nations Special Fund of which Unesco is the executing agent and has supplied experts, equipment, and scholarships. Mr. Hume (left) can be seen with a specialist in the Meteorology room.

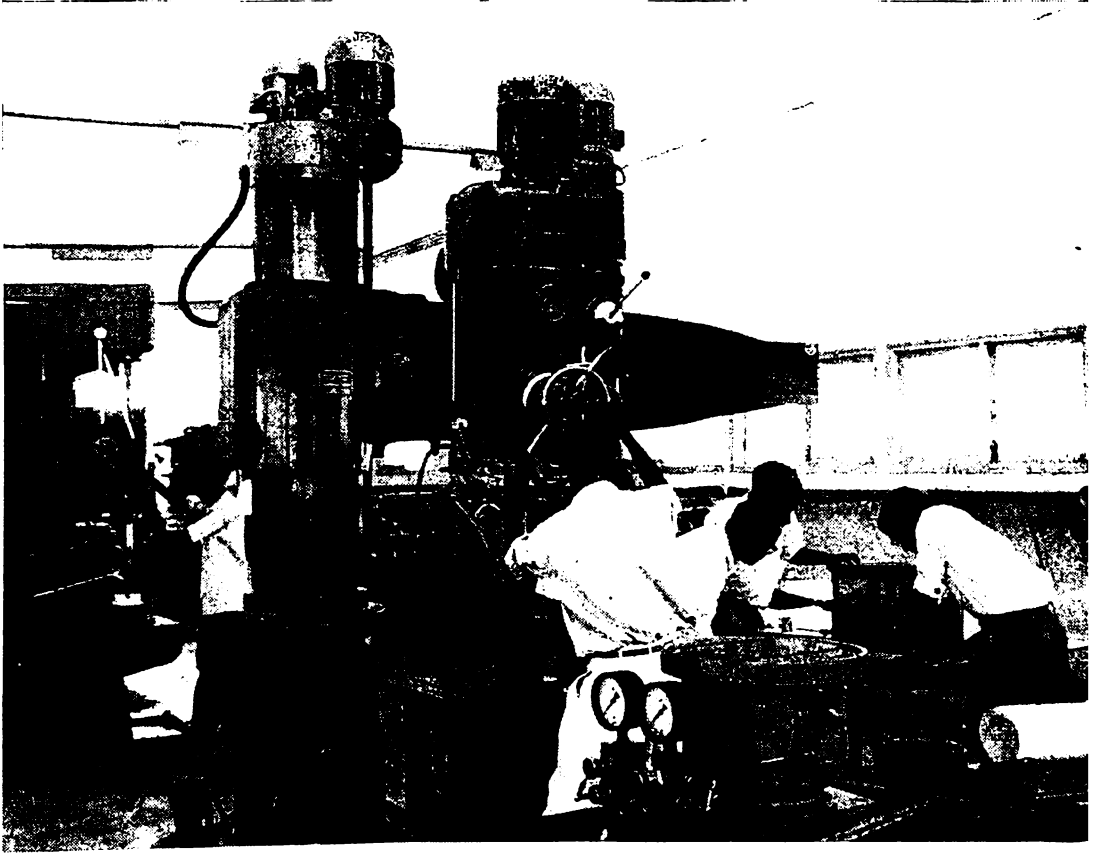




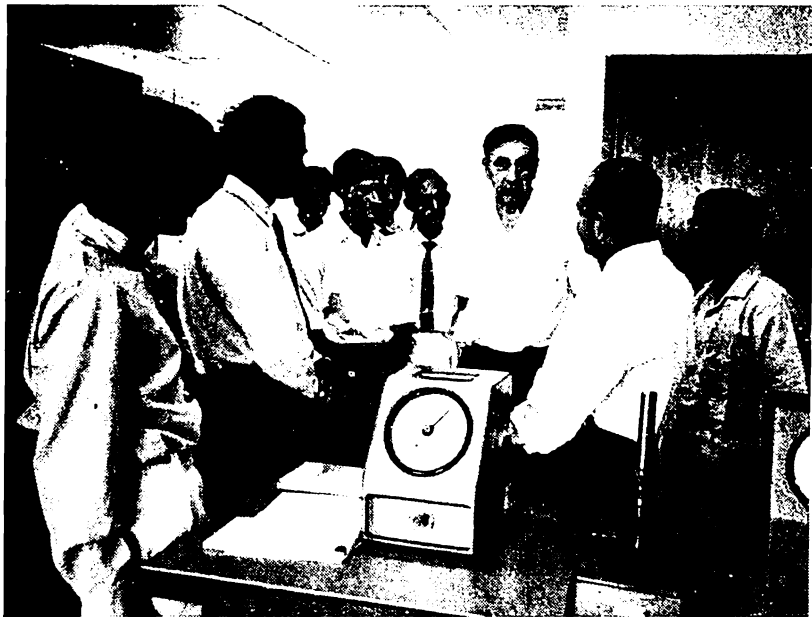
Durgapur (from left to right) : Three Unesco Experts, Mr. Braddock, Mr. Hume and Professor Baker. They are examining the plans of a new building that is in the process of construction. The Central Mechanical Engineering Institute is a Project of the United Nations Special Fund of which Unesco is the executing agent and has supplied experts, equipment and scholarships.

Powai (near Bombay) : The Indian Institute of Technology was created jointly by the Government of India and Unesco. The latter supplied material, experts and scholarships. The front of the Institute.

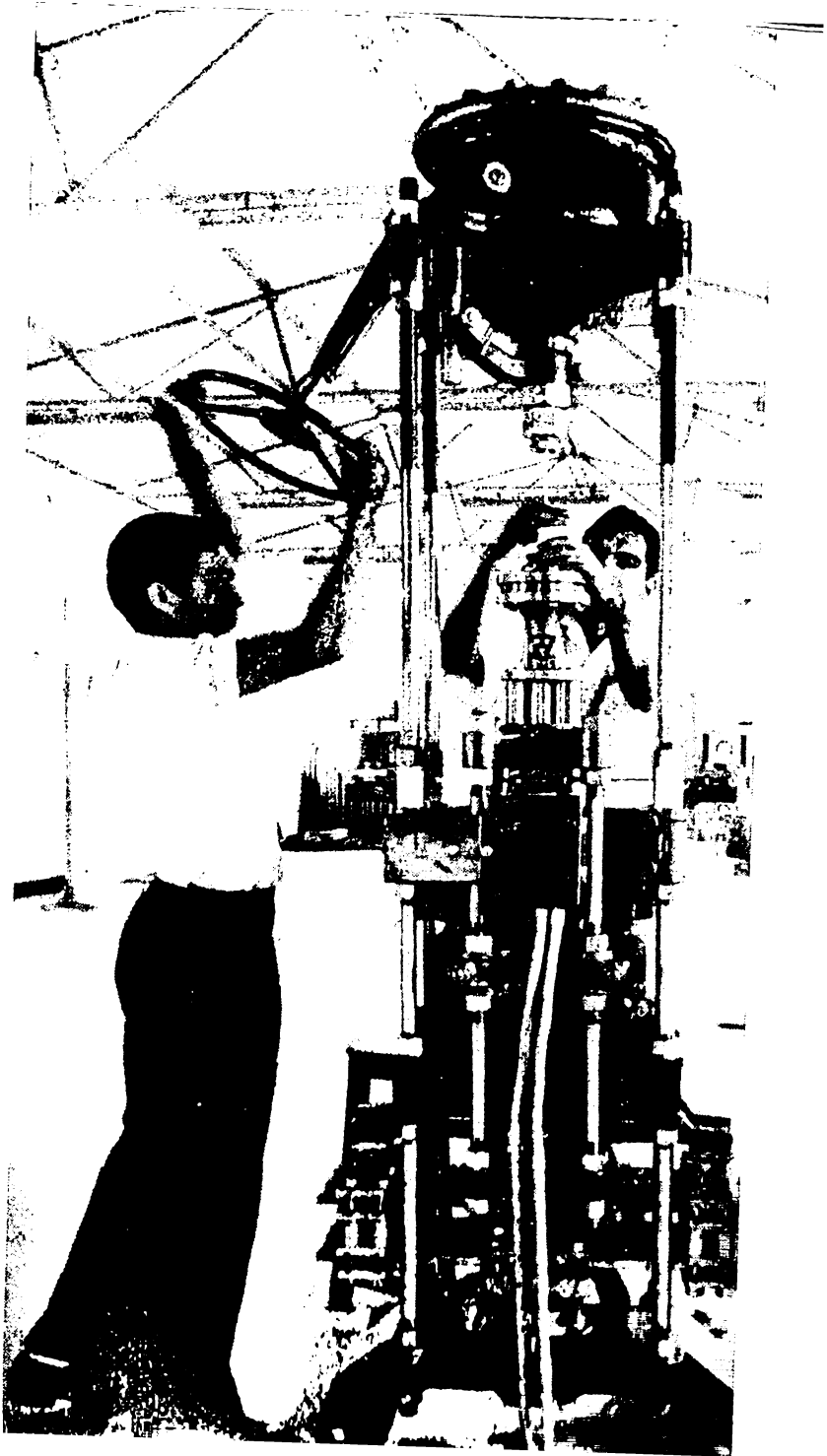


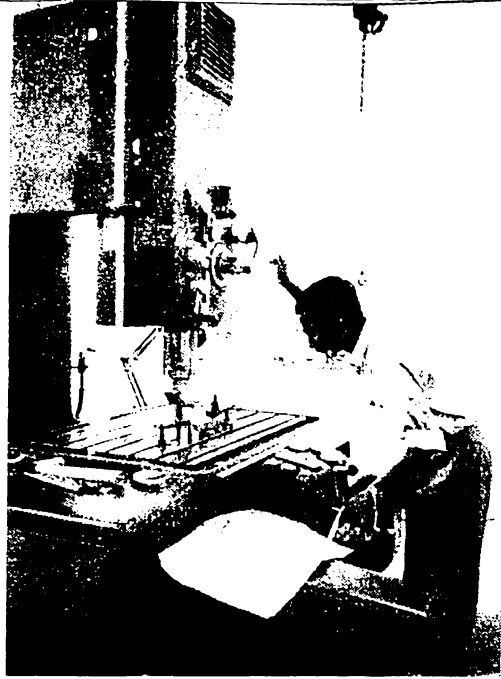


Powai—The Central Mechanical Engineering Research Institute. One of the Workshops.



Durgapur—The Central Mechanical Engineering Research Institute. Mr. Hume, a Unesco Expert is seen here talking to engineering students visiting the Institute.



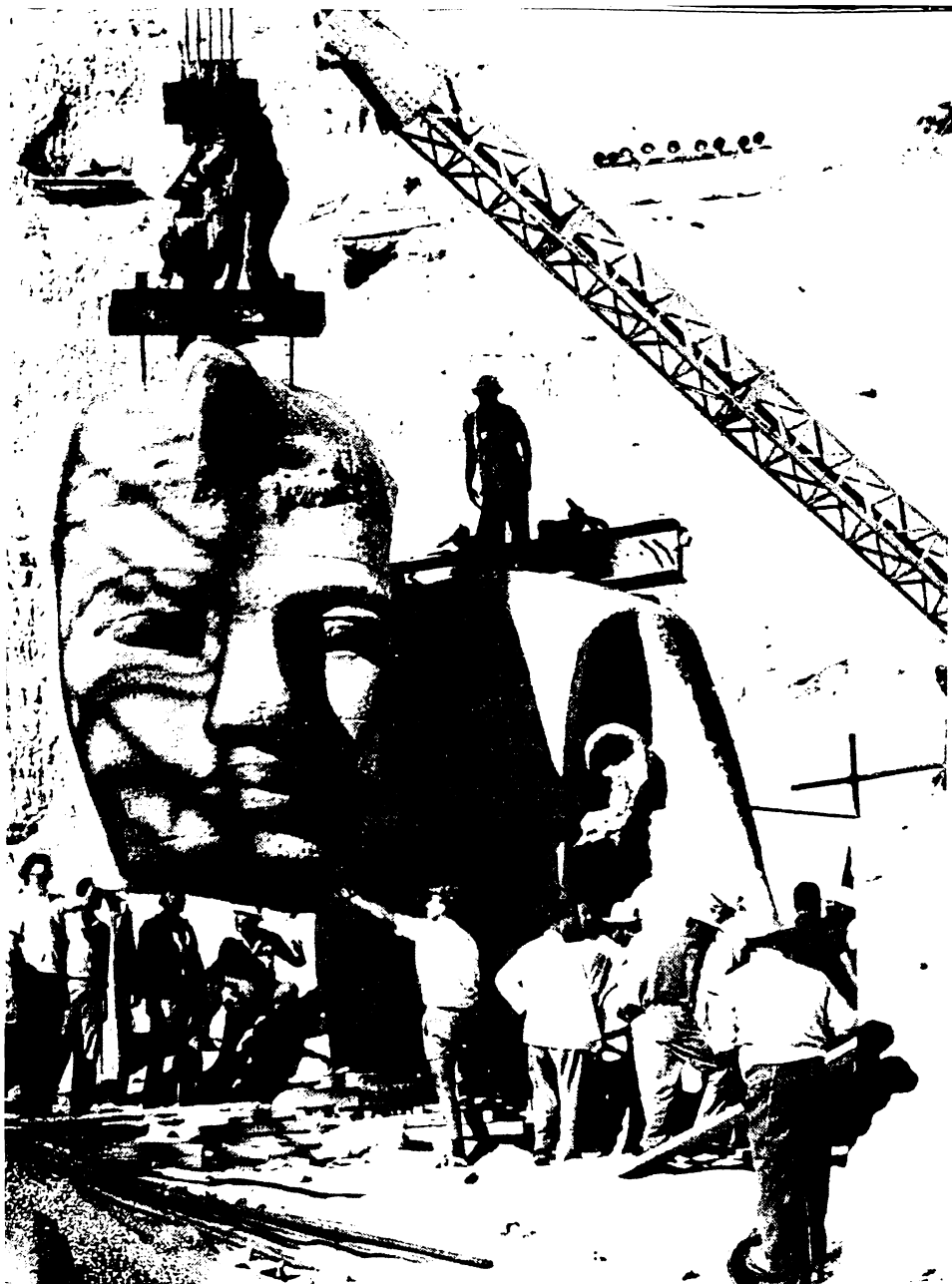


Durgapur—The Central Mechanical Engineering Research Institute: A drill.

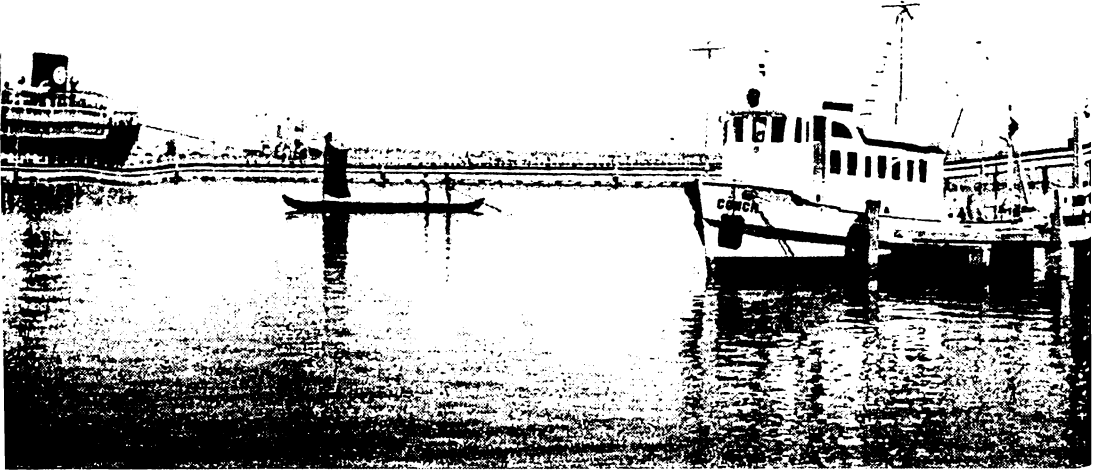


Durgapur—The Central Mechanical Engineering Research Institute Technicians in the Control Laboratory.





The International campaign for the safeguard of the Nubian Manuments was launched by Unesco. Work in progress on the dismantling of the great Temple. Part of a head which has been cut away and which will be transported to the new site.



Indian Ocean—The Indian Research vessel 'CONCH' conducts oceanographic work for the University of Kerala and helps scientists of the Indian Ocean Biological Centre to obtain samples of plankton and deep sea animals in the vicinity of Cochin. The above centre receives Unesco support. It processes marine biological samples gathered during the International Indian Ocean expedition.

Mr. Rene Maheu, Director General of Unesco, delivering Azad Memorial lecture.





Shri M.C. Chagla inaugurating a seminar held under auspices of Unesco
in New Delhi during February, 1966.



An agreement relating to the establishment of Unesco Regional Centre for the Training of Educational Planners, Administrators & Supervisors in Asia was signed by Dr. Adiseshiah, Deputy Director General, and Shri Prem Kirpal, Secretary-General of the Indian National Commission for Unesco.



President Dr. S. Radhakrishnan meeting the participants of the Nehru Round Table, convened by Unesco.





Urali Kanchan, Poona District—smithy instruction at Pre-Vocational Training Centre, Mahatma Gandhi Vidyalaya. This Centre is a Unesco-Unicef-ILO joint project.

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