

INDIAN NATIONAL COMMISSION FOR COOPERATION
WITH UNESCO

REPORT
of
The Secretary-General
for
1974-76

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MINISTRY OF EDUCATION AND SOCIAL WELFARE
GOVERNMENT OF INDIA

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Control Systems Unit,
Department of Mechanical Engineering,
University of Toronto, Toronto, Ontario
M5S 1A5, Canada. Tel: (416) 291-1100 ext. 110016
Fax: (416) 291-1100 ext. 110016
E-mail: csu@utoronto.ca
Web: <http://www.csu.utoronto.ca>

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CHAPTER I

CONSTITUTION, COMPOSITION AND BUDGET OF THE COMMISSION

Introduction

Article VII of the Constitution of UNESCO provides that "each Member State shall make such arrangements as suit its particular conditions for purposes of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organization, preferably by the formation of a National Commission broadly representative of the Government and such bodies". It further lays down that "National Commissions or National Co-operating bodies, where they exist, shall act in an advisory capacity to their respective delegations to the General Conference and to their Governments in matters relating to the Organization and shall function as agencies of liaison in all matters of interest to it".

India was one of the first member-states of UNESCO to set up a National Commission for UNESCO, having constituted it in 1949. During the last 27 years of its existence, the Commission has actively cooperated with UNESCO in the fields of its competence and programmes.

Constitution

In view of the rapid expansion in the scope and content of UNESCO's programmes and activities, it has been found necessary to review the constitution of the Indian National Commission from time to time. The last such review was made in September 1974 and the constitution then approved is still in force. It is reproduced in Annexure I.

Composition

Alongwith the promulgation of the new constitution, the Commission was also reconstituted in 1974 for a term of 4 years. A

list of 'individual' and 'institutional' members of the Commission is given in Annexure II.

Budget

A break up of the budget provision for the years 1975-76 and 1976-77 for different activities of the Commission is given below :—

	1975-76	1976-77
1. Grants for the Programmes of Indian National Commission for Co-operation with UNESCO	1,50,000	1,00,000
2. Expenditure of Indian National Commission for Co-operation with UNESCO for publication of Hindi and Tamil editions of UNESCO Courier	3,45,000	3,80,000
3. Other activities --Indian National Commission for UNESCO (Documentation and distribution of information material, meetings of Indian National Commission relations with UNESCO Secretariat and other National Commissions)	1,00,000	1,00,000
4. Grants to Non-governmental Organizations, (like UNESCO Clubs, ICOM Agency in Asia) for the programmes of Indian National Commission for UNESCO	50,000	50,000
5. Hospitality and Entertainment of schemes connected with UNESCO	9,000	9,000

CHAPTER II

DISSEMINATION OF INFORMATION ABOUT THE AIMS, OBJECTIVES AND PROGRAMMES OF UNESCO

Under Clause II of the constitution of the Indian National Commission the first and foremost function of the Commission is "to promote understanding of the objects and purposes of UNESCO among the people of the Republic of India". At present the Commission's programme towards the achievement of this goal mainly centres round dissemination of information about UNESCO, organisation of activities to popularize UNESCO, and implementation of such projects of UNESCO as are directed towards this end, e.g. the project relating to Education for International Understanding.

Documentation Service

The Publication, Documentation and UNESCO Information Unit forms an important adjunct of the Commission's Secretariat. In its documentation programme, the Commission brings out a monthly bulletin "INC Current Awareness Service" containing a list of the new UNESCO publications received by the Commission. In order to assist UNESCO in the project of Cooperative Educational Abstracting Service, the Commission has entered into a contract with UNESCO for providing abstracts of educational documents and materials from authoritative sources (published and unpublished) appearing currently in India.

Distribution of UNESCO Publications etc.

The Commission continued to receive from UNESCO Secretariat, Regional Offices of UNESCO, and the Research and Training Institutions working under the auspices of UNESCO, a large number of publications containing information about the programmes of

the organisation. These publications were distributed among institutions/organisations engaged in various fields of UNESCO's activities in India. Some of the periodicals which were distributed are :

1. ACEID Newsletter (Bangkok)
2. Asian Culture (Tokyo)
3. Book Promotion News
4. Copyright Bulletin
5. Cultures
6. Documentation, Terminology, Bibliography
7. Education in Asia—Reviews, Reports, and Notes (Bangkok)
8. Educational Documentation and Information Bulletin (IBE)
9. Impact of Science on Society
10. Innovation—International Educational Reporting Service (IERS)
11. International Social Science Journal
12. International Understanding at School
13. Museum
14. Nature and Resources
15. Prospects
16. Regional Centre for Book Development in Asia (Karachi) Newsletter
17. Tokyo Book Development Centre (TBDC) Newsletter (Tokyo)
18. UN Weekly Newsletter (New Delhi)
19. UNESCO Adult Education Information Notes
20. UNESCO-Asia (Tokyo)
21. UNESCO Bulletin for Libraries
22. UNESCO Chronicle
23. UNESCO Courier (English)
24. UNESCO Courier (Hindi) now DOOT
25. UNESCO Courier (Tamil)

- 26. UNESCO Cultural Development
- 27. UNESCO Features
- 28. World Cultural Heritage

Publications of the Commission

The Commission regularly brings out a quarterly "Newsletter" to publicise the activities of the Commission and UNESCO in India. It also publishes another journal "World in the Classroom" to propagate UNESCO's programmes of education for international understanding and cooperation. These two publications are distributed to some 3000 addressees. A few ad-hoc titles were also brought out from time to time.

UNESCO Courier

UNESCO's monthly magazine entitled 'Courier' which has a world-wide circulation in fifteen languages, is considered a rank among the outstanding cultural publications of the world and is known for its unbiased presentation of views and news. The Indian National Commission for Co-operation with UNESCO has been bringing out the Hindi and Tamil editions of UNESCO Courier since July 1967. With effect from July 1975 issue of Courier, the Hindi edition has been renamed as 'Doot'.

The publication of the Hindi edition of UNESCO Courier was first entrusted to the Central Hindi Directorate, Delhi. In July 1970, it was transferred to the National Book Trust, which published the magazine up to August 1975. The work is now again being handled by the Central Hindi Directorate. The Tamil edition is published by the Southern Languages Book Trust, Madras.

The Indian National Commission receives from UNESCO an annual subvention, equivalent of \$ 15,000, for the publication of Hindi and Tamil editions of UNESCO Courier. The balance of the expenditure involved is met by the Indian National Commission.

Translation of UNESCO Publications

The Indian National Commission has arranged for the translation and publication of Bengali, Gujarati, Malayalam, Marathi, Urdu, Hindi and Oriya editions of '*Learning to be*'.

List of selected UNESCO publications was brought to the notice of all the State Governments, Central Hindi Directorate, Council of Scientific and Industrial Research, National Council of Educational Research and Training etc. requesting them to consider the desirability of publishing the books in regional languages. As a result, the Indian National Commission sought copyright in respect of the following books to be translated and published in regional languages :—

S. No.	Name of the Book	Copyright in favour of	Language
1	2	3	4
1.	Broadcasting for adult Education	State Institute of Malayalam Languages, Nalanda (Kerala)	
2.	Planet in Peril? Man and the Biosphere today.		
3.	Scientists abroad. A study on the international movement of persons in science and technology.		
4.	Science for Development. An essay on the origin and organisation of national science policies.		
5.	Let my country awake. The human role in development, thoughts on the next ten years by Malcolm S. Adiseshiah.		
6.	Cultural development, experience and policies.		
7.	Art education: an international survey.		
8.	The practice of mass communication : some lessons from research.		
9.	The role of film in development.		
10.	Radio programme production: A manual for training.		
11.	Radio and television in literacy. A survey of the use of the Broadcasting media in combating illiteracy among adults.		
12.	The Mass Media in Violent World.		
13.	Educational planning. A world survey of problems and prospects.		
14.	Out of school science activities for young people.		
15.	Preparing textbook manuscripts. A guide for authors in developing countries.		
16.	Qualitative aspects of educational planning.		

1	2	3	4
17.	Mass Media and National Development; The role of information in the Developing countries	Commission for Scientific and Technical Terminology.	Punjabi
18.	Public Libraries for India	Do.	Hindi
19.	National Libraries, their problems and prospects.	Do.	Hindi
20.	Practical Guide to Functional Literacy; A method of training for Development.	Indian Adult Education Association	Hindi
21.	In partnership with Youth	Do.	Hindi

UNESCO's Collection of Representative Works of World Literature (Indian Series)

Under UNESCO's programme of collection of Representative Works of world literature, UNESCO has so far translated and published 65 Indian language titles into French (18), English (42) and German (5).

CHAPTER III

POPULARISING UNESCO

In order to popularise an activity, it is essential to reach the cross-sections of the population on as wide a scale as possible. The voluntary organisation, educational and cultural organisations and universities, if enthused adequately, can play a vital role. With this realisation, the Indian National Commission has been promoting the setting up of UNESCO Clubs in various centres all over the country.

UNESCO Clubs

So far 128 UNESCO Clubs have been established throughout the country. These clubs undertake activities to disseminate information about the aims and policies of UNESCO, UN etc. and initiate various programmes in the field of education, science, culture, etc. to promote international understanding, cooperation and world peace. The Commission has been sending publications, periodicals and other materials received from UNESCO or brought out by the Commission regularly to all the UNESCO Clubs. Material was supplied to these clubs to enable them to celebrate UN Day/ Human Rights Day/International Literacy Day, etc. Their assistance is being enlisted to organise special celebrations on the occasion of the 30th Anniversary of UNESCO.

In order to promote the UNESCO Club movement in the Asian Region, an Asian Federation of UNESCO Clubs and Associations has been set up with its headquarters at Tokyo. Mr. Kiyoshi Kazuno of Japan is the President of this Federation. Shri K. N. Channa, Secretary-General of Indian National Commission for Cooperation with UNESCO, is one of the two Vice-President of this Federation.

The Asian Federation of UNESCO Clubs and Associations, Tokyo, as a part of their programme of training of youth leaders in Asia, organised a programme of exchange of youth leaders of Japan and other Asian countries. Shri S. S. Rikhy was deputed from India to participate in the programme organised in Japan from October 25 to November 6, 1975.

The Asian Federation of UNESCO Clubs and Associations sent the following three-member team to India from 13-17 December, 1975 :—

1. Miss Uchiyama Leader
2. Miss Okuyama
3. Miss Sumida

Meeting of UNESCO Club Leaders

A meeting of UNESCO Club Leaders was organised in New Delhi from 26-28 December, 1974, with financial assistance from UNESCO. It was decided at the meeting that UNESCO Clubs should be utilised as one of the powerful instruments for promoting peace and international cooperatiton among the people of the world. The meeting agreed in principle that there should be an apex body at the national level to promote UNESCO Club activities. Till such time as an apex body is formed, the Indian National Commission will continue to discharge these functions.

Exhibition and Sale of UNESCO Publications

The medium of exhibitions was effectively used to spread the message of UNESCO. UNESCO publications and other visual material were displayed at all important conferences and meetings.

The Second World Book Fair was organised by the National Book Trust in 1975. UNESCO titles were displayed at this major exhibition.

The display and sale of UNESCO titles were also arranged at the 37th and 38th sessions of the Central Advisory Board of Education held in 1974 and 1975 respectively, the Sixth Regional Conference of the National Commissions of Asia and Oceania in

November 1975 and the meeting of the All India District Education Officers in March, 1976.

The growing popularity of UNESCO is reflected in the sale of its publications, which reached a figure of Rs. 73,236.88 during the period April, 1974 to March, 1976.

UNESCO Exhibition on the Art of Oceania

An UNESCO sponsored mobile exhibition on "The Art of Oceania" was on display in New Delhi and other parts of India for a period of six months from the end of December, 1975. The exhibition conveyed the power, beauty and variety of the applied arts of Oceania as an expression of the creative genius of even the smallest and most isolated of human communities.

CHAPTER IV

EDUCATION FOR INTERNATIONAL UNDERSTANDING

Genesis of the Associated Schools Project in India

With a view to building up the defences of peace in the minds of men, UNESCO launched, in 1953, the project known as the "Associated Schools Project of Education for International Understanding and Cooperation". The purpose of this project is to inspire in young people, all over the world, feelings of sympathy, understanding and goodwill for people of other countries as well as respect for human rights and for the agencies that seek to enforce them. Education for the young should foster among them the ideas of peace, humanity, liberty and international solidarity, and acquaint them with the role entrusted to the United Nations as an Agency for preservation of peace and promotion of international understanding and cooperation.

The Associated Schools Project encourages experiments in education for international understanding in selected schools and teacher training institutions in Member States. On the recommendations of the National Commission for UNESCO, or of the Ministry of Education, one or more schools in a country are selected as participants in UNESCO's Associated Schools Project. Apart from ensuring that the ideals of international understanding and cooperation permeate the teaching of the entire curriculum, these schools also plan special projects which constitute an interesting variation from the normal programme. The schools are in touch with the UNESCO Secretariat in Paris which helps them in a number of ways : by locating and providing some of the background materials they need ; by organising study and re-orientation conferences for teachers; by giving fellowships which enable teachers to visit schools abroad ; and by circulating reports on what is being done in participating schools.

The project was launched 17 years ago with 33 secondary schools in 15 countries. In 1965, UNESCO decided to extend the project to cover primary schools. There are now 254 primary schools, 634 secondary schools and 162 teacher-training institutions in 65 countries participating in the project. India joined this programme in 1953 with 6 institutions. Their number has now risen to 33 consisting of 11 primary schools, 11 secondary schools and 11 teacher-training institutions. These schools which are listed in Annexure III, work on three main themes : teaching about the United Nations and the Specialized Agencies ; teaching about Human Rights and Fundamental Freedoms ; and teaching about other countries.

Indian National Commission's Expanded Programme under the Associated Schools Project

The Indian National Commission for UNESCO held the view that the programme is of vital importance for India and the world and that more schools and teacher training institutions should be brought within its fold. The National Commission, therefore, prepared an expanded programme in India as distinct from the programme operated by UNESCO but based on similar lines, to cover a large number of schools and teacher-training institutions in the country.

The project continues to be very popular. The number of institutions at secondary level affiliated to the project is now 738. In addition, 164 primary institutions are covered under the Programme.

Production of Material for the Project

The Commission is regularly supplying kits of pictorial and printed material to institutions to enable them to undertake projects. A number of publications, information and visual material are supplied free to the participating institutions. In addition, the Commission, with financial assistance from UNESCO, has been bringing out a magazine "The World in the Classroom" which is

a quarterly publication serving as a forum for dissemination of information on the classroom project in the field of education for international understanding undertaken by the participating institutions. This bulletin is brought out specifically to service this programme.

Review of the Programme of Education for International Understanding

It has been increasingly felt that the programme of education for international understanding requires to be given a new orientation so that the impressions left on young minds are lasting and meaningful. With this objective in mind, it is proposed to give a new dimension to the project by encouraging an in-depth study of selected foreign countries in UNESCO Associated Schools/Central Schools. Each of the select institutions will adopt a Member State of UNESCO for an in-depth study of its life, culture and civilization. It is also proposed to provide financial assistance to such schools to meet expenses on books and other material on the country adopted for study.

Meeting of an Ad Hoc Group on Innovative Programmes and Projects in Associated Schools

UNESCO Headquarters convened a meeting of an ad hoc group to advise on innovative programmes and projects in Associated Schools from July 21 to 25, 1975. Prof. D. S. Rawat, Head, Deptt. of School Education, NCERT, attended the meeting. The overall objective of the meeting was to generate new ideas on why it was important to encourage an interaction between school and surrounding community and why this kind of programme is essential to international understanding. The meeting identified activities linking the school to community need, problems and interests, so that the Associated Schools might address themselves to an analysis of fundamental social problems. Follow-up action is being initiated on the report of this group.

Meeting of Experts on Implementation of the Recommendations concerning education for International Understanding, Cooperation, Peace and Education relating to Human Rights and Fundamental Problems

The experts met at UNESCO Headquarters, Paris, from 16 to 23 March, 1976. The purpose of the meeting was to formulate practical suggestions on procedures, methods and activities to implement the recommendations concerning international understanding, cooperation, peace and education relating to human rights and fundamental procedures which was adopted by the General Conference of UNESCO at its eighteenth session. Dr. S. N. Mehrotra, Director of Education, Uttar Pradesh, attended the meeting from India.

CHAPTER V

PROGRAMME OF EXCHANGE OF PERSONS

There has been a constant flow of persons visiting India under the UNESCO Exchange of Persons Programme in fields like education, science, culture, arts, language and literature and mass communication. The visitors, quite a number of whom were leaders in their respective fields, spent varying periods of time in India.

2. UNESCO officials, experts and consultants have visited India during the period under review and held discussions with the functionaries of the National Commission and with the officials of the concerned government departments and other organisations. The Commission generally takes the responsibility for the preparation of programmes of these visitors and provides them with necessary facilities and contacts so as to enable them to complete their specific assignments.

3. In addition, the Commission is also responsible for processing the UNESCO fellowships/travel grants for Indians as well as Indian participation in international seminars, conferences, workshops, etc. organised or sponsored by UNESCO.

4. A detailed statement of these activities is given in Annexure IV.

CHAPTER VI

LIAISON AND CLEARING HOUSE FUNCTIONS

One of the important functions of the Commission is to serve as a liaison agency between the Government of India and the institutions working for the advancement of the objectives and programme of UNESCO. Some of them are more actively associated with the Commission as its 'institutional' members. Financial assistance is given to some of the non-governmental organisations for specific projects or programmes entrusted to them.

Grants-in-aid

The Commission sanctioned the following grants-in-aid during the period under report :—

1. Rs. 19,200 to the International Council of Museums Regional Agency in Asia, New Delhi to meet the expenditure on rent of the office of the Regional Agency in Asia.
2. Rs. 2,00,000 to the National Book Trust, New Delhi for meeting expenditure on the publication of Hindi edition of UNESCO Courier.
3. Rs. 2,83,834 to the Southern Languages Book Trust, Madras, for meeting expenditure on the publication of the Tamil edition of "UNESCO Courier".
4. Rs. 10,000 to the World Education Fellowship, Bombay for the organisation of an International Conference on "Innovations in Education for a Fuller Life".
5. Rs. 1,800 to Honorary General Secretary, Calcutta Art Society, Calcutta towards the cost of packing, transportation and forwarding of Travelling Exhibition of Spanish Art throughout India during 1975.

6. Rs. 6,000 to Nation's League of Pen Friends, New Delhi for celebration of its Golden Jubilee year by bringing out a jubilee special number of Pen-Friend International, holding of 7th Pen-Friends International, convention and Second Pen-Friends Regional Conference of Asiatic countries.
 7. Rs. 2,000 to Haryana United Nations Association, Chandigarh for holding a Regional Youth Round
- naires were received and completed during the years 1974-76.

UNESCO questionnaires

The Commission provides information and statistical data to UNESCO for its clearing house functions, surveys and publications. The information is either compiled directly by the Commission or gathered from concerned agencies. 36 questionnaires were received and completed during the years 1974-76.

UNESCO International Coupons Scheme

In order to ensure free flow of information, UNESCO has devised the International Coupons Scheme, to assist individuals and institutions, working in the fields of education, science and culture, to import books, educational material and scientific instruments. UNESCO Coupons, whose value is expressed in US dollars, are sold for national currency to the interested parties who use them to pay for their purchases abroad. The Indian National Commission for Cooperation with UNESCO serves as a Distributing Agency for sale of the UNESCO Coupons in India, and receives a Contract fee from UNESCO.

During the period 1974-76, the Indian National Commission for Cooperation with UNESCO was allotted the following funds for sale of coupons :—

- (i) foreign exchange released by the Ministry of Finance Rs.7,50,000 against payment in Indian currency
- (ii) special allocation made available by UNESCO from its Revolving Fund against payment in Indian currency ₹ 2,80,000

Against the allocation mentioned above, Coupons worth \$ 3.69,450.33 were sold during the period January 1974 to May, 1976.

National Seminar on Population Education

The Population Studies Centre of Sri Venkateswara University, Tirupati held a national seminar on population education at Tirupati from 29—31 December, 1974. UNESCO provided, from the United Nations Funds for Population Activities, an assistance of \$ 2,000 towards cost of travel of participants and experts who attended the seminar.

CHAPTER VII

ADVICE TO GOVERNMENT OF INDIA ON MATTERS RELATING TO UNESCO—MEETINGS OF THE INDIAN NATIONAL COMMISSION FOR UNESCO AND ITS STEERING COMMITTEE

The 11th Conference of the Indian National Commission for Cooperation with UNESCO was held at Vigyan Bhavan, New Delhi on October 3 and 4, 1974. Apart from the 'individual' and the 'institutional' members, the session was attended by representatives of the various Specialised Agencies of UN in India, and observers from concerned Ministries/Departments, semi-Government organisations, etc. The members of the Indian delegation to the 18th General Conference of UNESCO were also invited to attend the Conference as special invitees.

The Conference was inaugurated by Professor S. Nurul Hasan, Union Education Minister and President of the Indian National Commission for Co-operation with UNESCO. The first plenary session received Government's resolution on the reconstitution of the Commission. Several members participated in the discussion on the report of the Secretary-General of the Commission for the Period April 1972 to July 1974. After clarifications which were sought during the debate were provided, the report of the Secretary-General was adopted. This was followed by the meetings of the four Sub-Commissions. The Sub-Commissions considered and made their recommendations on the Draft Programme and Budget of UNESCO for the biennium 1975-76. The Sub-Commissions also received and considered proposals for amendment to the Draft Programme and Budget of UNESCO sent by Government of India to UNESCO on the recommendations of the Steering Committee, as also the draft resolutions sponsored by other member States of UNESCO which Government of India had been requested to co-sponsor or support.

The report of each Sub-Commission was approved by the final plenary session of the Commission held on 4 October 1974. It also adopted three resolutions. The first resolution, moved by Dr. Malcolm S. Adiseshiah, expressed appreciation of the services rendered by Mr. Rene Maheu, the retiring Director-General of UNESCO. The second resolution, also moved by Dr. Adiseshiah, aimed at restoring to the Member States of UNESCO and the National Commissions some of the roles of programme making. The third resolution related to the participation of international and non-governmental organisations in the Hindi Convention, 1975.

The proceedings of the session have been circulated separately.

Meetings of the Steering Committee

The reconstituted Steering Committee of the Commission held its first meeting on October 5, 1974 to consider matters relating to the 18th General Conference of UNESCO which was to be held in Paris in October-November 1974.

The next meeting of the Steering Committee, held on June 4, 1975, was convened mainly to consider UNESCO's Medium Term Outline Plan 1977—1982 and to make proposals for inclusion in UNESCO's Draft Programme and Budget of 1977-1978. It also considered the plan of the Director-General of UNESCO to reduce representation of nationals of Member States which are at present over represented in posts subject to geographical distribution.

The Steering Committee again met on August 19, 1975 to consider the suggestions received for the Medium Term Plan of UNESCO for 1977—1982 and for the Draft Programme and Budget of UNESCO for 1977-1978. It also discussed matters relating to the Sixth Regional Conference of the National Commissions of Asia and Oceania which was held at New Delhi in November 1975.

CHAPTER VIII
**RELATIONS WITH OTHER NATIONAL COMMISSIONS
FOR UNESCO**

**Sixth Regional Conference of the National Commissions of Asia
and Oceania**

In pursuance of the recommendation made at the tenth session of the Commission, the Indian National Commission offered to organise the Sixth Regional Conference of National Commissions of Asia and Oceania. The offer was accepted by UNESCO and the meeting was held in Delhi from 10 to 15 November, 1975.

The Conference was attended by 98 delegates and observers representing seventeen National Commissions in the region, the UNESCO National Commissions of certain countries outside Asia and Oceania, UNESCO and the international governmental and non-governmental organisations. A list of the participants has been included in the report of the Conference, a copy of which has been circulated to all members of the Commission separately. The Conference was inaugurated by Prof. S. Uurul Hasan, Minister of Education, Social Welfare and Culture, Government of India. Mr. John E. Forbes, Deputy Director General of UNESCO, represented the Director-General of UNESCO at this Conference. The delegation from Mongolia was led by the Minister of Education and that from Nepal by the Minister of Education and Communication. The delegations from Burma and Afghanistan were led by their Deputy Education Ministers.

The Conference adopted ten important recommendations concerning regional cooperation amongst the National Commissions of Asia and Oceania in the fields of education, natural sciences and their application to development, Social sciences, humanities and culture and communication which fall within the purview of UNESCO's competence.

It also made suggestions for effecting re-orientations in the policies and programmes of UNESCO concerning the countries in the region of Asia and Oceania as well as for setting up suitable machinery for their implementation. It also recommended intensification of UNESCO activities to improve the conditions of women in the context of the programme of the International Women's Year and their follow-up.

Some of the major recommendations relate to :

- (1) Strengthening regional cooperation among the countries of Asia and Oceania in science, education, culture and communication activities;
- (2) Decentralisation of UNESCO Programmes and strengthening of regional offices and institutes;
- (3) Establishment of regional science information centres in Asia and Oceania;
- (4) Building up of indigenous capabilities in science and technology;
- (5) Formation in cooperation with the other U.N. Agencies, programmes for the building up of competence and expertise within the countries of the region and also for setting up centres for technology transfer within the framework of the programme of action for the establishment of new international economic order;
- (6) Considering the feasibility of setting up a Regional Centre for Social Sciences in Asia and Oceania;
- (7) Dissemination of information relating to promotion of human rights; peace and international understanding; and
- (8) Strengthening of National Commissions in the region.

Informal Discussions between Professor S. Nurul Hasan, Minister for Education, Social Welfare and Culture, Government of India, and Leaders of Delegations participating in the Sixth Regional Conference of National Commissions of Asia and Oceania

Availing himself of the opportunity provided by the Sixth Regional Conference of the National Commissions of Asia and Oceania, Professor S. Nurul Hasan, Minister for Education, Social Welfare and Culture, convened an informal meeting of leaders of delegations participating in the Regional Conference on 13th November, 1975. At this meeting, all participants stressed the usefulness of the present conference and their view that it was a very significant event ; it had created a new awareness of the importance of Asia and Oceania and of the need as well as the great possibility for developing closer relations and strengthening cooperation between the countries of the region in all the fields of UNESCO's competence viz., science, education, culture and communications. The following suggestions were made informally during the course of the discussion :

- (1) There should be more frequent meetings among the representatives of the countries of the region in every sector with which Unesco was concerned, to inspire collective thinking as well as unity, and to develop cooperative programmes. Further, at least sub-regional meetings of National Commissions should be held more frequently than at five-year intervals. Such meetings could also be organised on the basis of particular themes to be discussed in depth.
- (2) A meeting of Ministers of Education and Planning of all the countries of the region should be held in 1976 if possible, or otherwise at least in 1977. (Later on, during discussions in the plenary session, it was decided to extend this to include Ministers of Science).

- (3) The Regional Centres of UNESCO in the region of Asia and Oceania should be strengthened and given much greater responsibility and authority in regard to UNESCO's programme in this region ; such decentralisation of UNESCO's structure was very important.
- (4) In the educational programme of each country of the region, greater emphasis may be given to inclusion of the study of languages of other countries in the region as well as courses relating to the traditions and contemporary achievements of other countries of the region.
- (5) Consideration may be given to the inclusion in books of information that would help in creating a greater awareness of the whole region and the links between different countries comprising it.
- (6) UNESCO could assist in preparing directories/registers of personnel and experts active in the fields of science, education, culture and communications in the various countries of the region which could be used by different countries to draw experts from within the region itself wherever possible. Greater use of the expertise of each other in this region could be made.
- (7) There should be greater cooperation between various universities in different countries of the region and greater exchange of professors as well as groups of students.
- (8) Consideration should be given to arriving at a general agreement between the countries of the region regarding equivalence of degrees in various disciplines. Perhaps a committee of specialists could be constituted for examining this problem.
- (9) Countries of the region could formulate joint projects in UNESCO's fields which could be supported by UNESCO.

- (10) The governments in each country of the region should take greater interest in, and support, the National Commissions in their respective countries as much as possible.
- (11) The National Commissions should be strengthened wherever possible and made more effective.
- (12) Regional Documentation Centres may be set up, perhaps associated with the Regional UNESCO Centres to collect and disseminate information to all the member-countries of the region on all matters of interest to the National Commissions in this region.
- (13) To strengthen interchanges amongst the National Commissions and to ensure continuing follow-up of the different meetings and conferences, consideration may be given to having a unit which could act as an information secretariat for the National Commissions of the whole region. Such a unit could be provided by one of the National Commissions and rotated among the different National Commissions of the region in turn.

It was realised that some of these suggestions will need greater reflection and study regarding the feasibility of their implementation and this would be done by the various members present. It was agreed that though this meeting was informal, it had provided the occasion for a very useful exchange of views and a number of positive suggestions had emerged which could be further reflected on and examined by the various countries of the region and would help in moving towards the common objectives. A list of participants in this informal meeting is given in Annexure V.

CHAPTER IX

RELATIONS WITH UNESCO

The Government of India sent the following delegation to the 18th Session of the General Conference of UNESCO held in Paris from 17th October to 23 November, 1974 :

Leader

- (i) Prof. Nurul Hasan, Minister of Education, Social Welfare and Culture.

Alternate Leader

- (ii) Shri I. K. Gujral, Minister of Information & Broadcasting.

Delegates

- (iii) Shri D. N. Chatterjee, Ambassador of India in France.
- (iv) Shri G. Parthasarathi, Vice-Chancellor, Jawaharlal Nehru University and Member, Executive Board of UNESCO.
- (v) Prof. Satish Chandra, University Grants Commission, New Delhi.
- (vi) Dr. S. Gopal, Chairman, National Book Trust of India.

Alternate delegates

- (i) Shri A. Rahman, Chief (Planning), Council of Scientific and Industrial Research, New Delhi.

- (ii) Dr. (Miss) Aloo Dastur,
Head, Department of Political
Science, University of Bombay,
Bombay.
- (iii) Shri Maheshwar Dayal, Minister
(Education) and Deputy Per-
manent Representative of
India, Embassy of India, Paris.
- (iv) Dr. (Mrs.) Kapila Vatsyayan, Also Secretary of
Deputy Educational Adviser, the Delegation
Department of Culture, New
Delhi.
- (v) Shri R. Raina, Director of
Public Relations, Press Infor-
mation Bureau, Ministry of
Information & Broadcasting.

Advisers

- (i) Shri M. Krishnamurthi,
First Secretary (Education),
Embassy of India, Paris.
- (ii) Shri Tarun Roy,
Special Assistant to the Education Minister.
- (iii) Shri K. P. Ghatnekar,
Private Secretary to the Minister,
Information and Broadcasting.
- (iv) Shri I. U. Ramchandani,
Under Secretary,
Ministry of Education & S. Welfare,
New Delhi.

Prof. Nurul Hasan, Leader of the Indian Delegation was elected as one of the 15 Vice-Presidents of the General Conference. This enabled India to function as a Member of the General Committee (Steering Committee of the General Conference).

India was elected to the following Committees and Councils constituted by the General Conference :

- (i) Council of International Bureau of Education.
- (ii) International Co-ordinating Council of the Programme on Man and the Biosphere (MAB).
- (iii) Steering Committee of the UNISIST.
- (iv) Executive Committee of the International Commission to save the monuments of Nubia.

In his speech, the Education Minister invited attention was to continuing vestiges of racialism & colonialism, the gross inequality and inequity in the distribution of resources in the modern world and the crucial role which UNESCO could play in bringing about a greater harmony and a balance between the developed world and the developing world. The text of the speech is given in Annexure V.

The Indian delegation moved/co-sponsored 46 Draft Resolutions in the General Conference. A list of main issues relating to policies and programmes raised by the Members of the Indian Delegation to the Eighteenth Session is given in Annexure VI.

The Executive Board of the UNESCO held three Sessions during the period October, 1974 to June, 1976. Shri G. Parthasarathi, Indian Member of the Executive Board, participated in all the Sessions which were held on the following dates :

97th Session of the Executive Board	22-4-75 to 30-4-75 & 5-5-75 to 22-5-75
98th Session of the Executive Board	15-9-75 to 10-10-75
99th Session of the Executive Board	26-4-75 to 28-5-76

During the 98th and 99th Session, Dr. S. Gopal, Chairman, National Book Trust of India, also deputised for short periods for Shri Parthasarathi.

Contribution to UNESCO

- (i) Following contributions were made by India to UNESCO.

(a) Towards Budget of UNESCO	US\$ 894,940 (1974)
	US\$ 964,091 (1975)
	US\$ 926,891 (1976)

(b) Towards Rent of building occupied by UNESCO Regional Office in New Delhi.	Rs. 54,000 (1974) Rs. 54,000 (1975)
(c) Towards UNESCO Project of translation of Representative Works of Indian Literature into Western Language.	Rs. 15,000 (1974) Rs. 15,000 (1975)
(ii) Towards UNESCO's Programme of financial help for the education of Palestine Refugees in the Near and Far East.	Rs. 15,000 (in the form of pencils)
(iii) Towards UNESCO's Educational Programme for African Refugees from colonial territories and for other peoples fighting to liberate themselves from colonial domination and all forms of apartheid.	Rs. 1,00,000 (in the form of educational material like pencils, scales and geometry box).
(iv) Towards UNESCO campaign to save the monuments of Borobudur which were in danger of collapsing. Due to subsidence of foundation, resultant deformation of the lower terraces and its location in a seismic area.	Rs. 4,91,260 (in the form of 245.630 tons of cold Twisted Steel Bars).

Participation programme

UNESCO gave financial assistance to the extent of \$ 63,800 for the biennium 1975-1976 covering the following projects.

- (i) Equipment for National Institutes for Blind and Deaf.
- (ii) Services of a consultant and travel and subsistence allowance of foreign participants in a Regional Seminar on Scientific, Technological and Industrial Information Services.
- (iii) Services of a consultant in Water Resources system analysis for the International Post-Graduate training course at the University of Roorkee.
- (iv) World Hindi Convention (travel costs and per diem of foreign participants).
- (v) Seminar on Amir Khusrau.
- (vi) Services of two experts and equipment for the preservation of the Wall Paintings of Ajanta.
- (vii) Equipment for art workshops (Lalit Kala Akademi).
- (viii) Equipment for the National Museum, New Delhi.
- (ix) Training Course on production and distribution of books.

- (x) Services of a consultant and equipment for a Seminar on the impact of radio in bringing about the equality of women.
- (xi) Publication of 'World in Classroom' and 'Newsletter' published quarterly by the Indian National Commission for Co-operation with UNESCO.
- (xii) Sub-regional Meeting of Asian National Commissions.
- (xiii) One fellowship in Copyright.
- (xiv) Visit of one official of the Indian National Commission to other Nations Commissions in Asia.
- (xv) Fellowship in Electronic Music to Mr. Tilak Sethi.

Collective consultation of the Secretaries-General of the National Commission, 1975

In pursuance of resolution 6.22 adopted by the General Conference of UNESCO at its 18th Session, UNESCO organised a three-week collective consultation of the newly appointed Secretaries-General/Secretaries of the National Commissions. It was held from April 7—25, 1975 and was intended to afford the chief functionaries of different National Commissions opportunities to study the work of UNESCO and promote co-operation between the National Commissions and the UNESCO Secretariat through exchange of information and mutual consultation. At the invitation of the Director-General of UNESCO, Shri K. N. Channa, Secretary-General of the Indian National Commission for Co-operation with UNESCO, attended the Collective Consultations.

Recruitment of Indians to UNESCO posts

The Commission continued to assist UNESCO in the recruitment of Indians for its Secretariat and Field Assignments. About 70 Indian Nationals recruited by UNESCO through the Commission as experts are working under UNESCO on different assignments all over the world.

UNESCO Science Prize

UNESCO has instituted a 'UNESCO Science Prize', to stimulate interest in the application of science. The prize is given every two years to a person or a group of persons for an outstanding

contribution through the application of science and technology to the development of a Member State or region, especially in the fields of engineering in industrial development. The Commission has submitted the candidature of the following scientists of the Central Food Technological Research Institute, Mysore for the UNESCO Science Prize to be awarded at the time of 19th Session of UNESCO General Conference in October-November, 1976.

1. Dr. V. Subrahmanyam
2. Dr. H. A. B. Parpia
3. Dr. R. Rajagopalan
4. Mr. M. R. Chandrasekhara
5. Mr. S. K. Majumdar
6. Dr. V. Sreenivasamurthy
7. Mr. P. K. Ramanathan
8. Dr. (Mrs.) Indira Amla.

ANNEXURE IV
**CONSTITUTION OF THE
INDIAN NATIONAL COMMISSION FOR
CO-OPERATION WITH UNESCO**

I. *Name and Status* : (a) There shall be an INDIAN NATIONAL COMMISSION FOR CO-OPERATION WITH UNESCO hereinafter called the "Commission".

(b) The Commission shall be attached to the Department of Education in the Ministry of Education and Social Welfare which shall provide its secretariat and funds for its activities.

II. *Functions* : The functions of the Commission shall be :

(a) to promote understanding of the objects and purposes of UNESCO among the people of the Republic of India ;

(b) to serve as a liaison agency between the Government of India and the institutions concerned with the working for the advancement of education, science and culture ; and

(c) to advise the Government of India on matters relating to UNESCO.

III. *Office-Bearers* : (a) The Minister of Education and Social Welfare shall be the President of the Commission. He shall preside over the meetings of the Commission. In the absence of the President, the Commission shall elect a Chairman from among the members present to preside over each meeting.

(b) The Secretary to the Government of India in the Department of Education, Ministry of Education and Social Welfare, shall be the Secretary-General of the Commission and shall remain in over-all charge of the work of the Commission.

(c) An officer of the Ministry of Education and Social Welfare to be nominated by the Minister of Education and Social

Welfare shall be the Secretary of the Commission. The Secretary shall prepare the agenda for its meetings and attend to the day-to-day work connected with the affairs of the Commission.

IV. *Membership* : (a) The membership of the Commission shall consist of the members of the four Sub-Commissions : namely, Sub-Commission for (1) Education, (2) Natural Sciences, (3) Social Sciences, Humanities and Culture, and (4) Communication. The membership of the Commission shall be of two categories : (i) individual and (ii) institutional.

(b) The number of individual and institutional members shall ordinarily not exceed 60 and 40 respectively :

Provided, however, that the President shall have the power to appoint additional members, in each category, as may be considered expedient from time to time.

(c) Individual members shall be nominated by the President in their personal capacity from among eminent educationists/ eminent scientists/persons distinguished in the fields of Social Sciences, Humanities and Culture/persons distinguished in the field of Communication. Members shall hold office for a term of four years. It shall, however, be open to the Government of India to dissolve and reconstitute the Commission earlier than four years or to extend the term of individual members until the reconstitution of the Commission on the expiry of the four year term.

(d) Vacancies of individual members arising due to the death, continued illness, resignation or otherwise shall be filled for the unexpired portion of the term only.

(e) Institutional members shall comprise the concerned Government Departments, important statutory and autonomous bodies, national professional organisations, and national non-governmental organisations concerned with or working for education, natural sciences, social sciences, humanities and culture, and communication, which are admitted to the membership of the Commission. They shall hold office for a term of four years, unless the Commission is dissolved or reconstituted by the Government earlier than the completion of the four year term or their term is extended pending reconstitution of the Commission.

(f) Each institutional member shall have the right to send a representative to the meetings of the Commission or the Sub-Commission as the case may be. Such representative shall participate in discussions and shall also have the right to vote.

(g) The President may direct the co-option of additional members to the Commission for any specialised purpose or to invite specialists for any meeting of the Commission or its Committees.

(h) Each Sub-Commission shall elect its own Chairman, Vice-Chairman and Rapporteur who shall hold office for a period of one year.

V. *Steering Committee* : (a) For the management of the affairs of the Commission, and in order to keep a watch over the progress of the projects and programmes of the Commission, there shall be a Steering Committee which shall meet as often as necessary and shall consist of the following members :—

- (1) President of the Commission who shall be the Chairman of the Committee.
- (2) Secretary-General of the Commission who shall be the Vice-Chairman of the Committee.
- (3) Indian Member of the Executive Board of UNESCO, if any.
- (4) One representative of the Department of Science and Technology.
- (5) One representative of the Council of Scientific and Industrial Research.
- (6) One representative of the Department of Culture.
- (7) One representative of the Ministry of Information and Broadcasting.
- (8) One representative of the Ministry of External Affairs.
- (9) Joint Secretary incharge of UNESCO Division in the Ministry of Education and Social Welfare (Department of Education)
- (10) to (13) Chairman of each of the four Sub-Commissions.

(14) Secretary of the Commission, who shall be *ex-officio* Secretary of the Committee.

(b) The Chairman may co-opt such additional members to the Steering Committee for any specialised purpose as may be considered necessary by him at any time.

(c) The chairman, or in his absence the Vice-Chairman, shall preside over the meetings of the Committee. In the absence of both the Chairman and the Vice-Chairman, the Committee shall elect its own Chairman for each meeting.

VI. *Committees* : The President may also appoint committees of the Commission for such special purposes as he may consider necessary. The composition, terms of reference, terms of office and other details about such committees shall be prescribed by the President separately in each case.

VII. *Meetings* : (a) Each Sub-Commission shall meet as often as may be necessary but not less than once a year.

(b) The Commission shall meet as often as may be necessary but not less than once in two years.

VIII. *Travelling Allowance and Daily Allowance* : The expenditure on the travelling allowance and daily allowance of individual members of the Commission who are not working with any Government Ministry/Department/Quasi-Governmental Organisation/non-governmental body will be met out of the funds of the Indian National Commission for Co-operation with UNESCO. For all other individual and institutional members, the expenditure on their T.A. and D.A. will be met by the Ministry/Department/Organisation to which they are attached.

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ANNEXURE II

MEMBERS OF THE INDIAN NATIONAL COMMISSION FOR CO-OPERATION WITH UNESCO

INDIVIDUAL MEMBERS

EDUCATION SUB-COMMISSION

1. Prof. R.N. Dandekar,
Bhandarkar Oriental,
Research Institute,
Poona-4.
2. Prof. K. Satchidananda Murty,
Vice-Chancellor,
S.V. University,
Tirupati.
3. Dr. M.B. Buch,
Head,
Centre of Advanced Study in
Education,
Faculty of Education and Psycho-
logy,
The M.S. University of Baroda,
Tilak Road,
Baroda-2.
4. Smt. Mina Swaminathan,
81, Shahjahan Road,
New Delhi-110011.
5. Shri M.M. Ghani,
Madras.
6. Dr. A.U. Shaikh,
The Shad Adam Shaikh Trust
11, "Lalit", Wodehouse Road,
Bombay-1.
7. Shri J.N. Das,
Vice-Chancellor,
Dibrugarh University,
Dibrugarh (Assam).
8. Dr. Satish Chandra,
Chairman,
University Grants Commission,
Bahadur Shah Zafar Marg,
New Delhi-1.
9. Dr. C. D. S. Devanesan,
Vice-Chancellor,
North Eastern Hills University,
Shillong (Meghalaya).
10. Smt. Sajjida Zamir Ahmed,
Director of Education,
Government of Jammu &
Kashmir,
Srinagar.
11. Dr. Prem Kirpal,
63-F, Sujan Singh Park,
New Delhi.
12. Shri G. Parthasarathi,
Member,
Executive Board of UNESCO,
New Delhi.
13. Shri Zawar Husain,
Vice-Chancellor,
University of Bihar,
Muzaffarpur (Bihar).
14. Shri Sanjit Roy,
Tilonia Project,
Tilonia,
Dt. Ajmer (Rajasthan).
15. Shri Kireet Joshi
Educational Adviser
Ministry of Edn. & SW.

NATURAL SCIENCES SUB-COMMISSION

1. Dr. M.L. Shahare,
Chairman,
Agricultural Scientists,
Recruitment Board,
Indian Council of Agricultural
Research,
B-8, New Delhi South Extension
Pt. II,
New Delhi.
2. Prof. G.R. Damodaran,
Dean of Post-Graduate Studies,
PSG College of Technology,
Coimbatore-641004.
3. Dr. S.Z. Qasim,
Director,
National Institute of Oceano-
graphy,
Doha Paula,
Caramzalam P.O.
Goa.

4. Dr. K.A.V. Pandalai,
Director,
Indian Institute of Technology,
Madras-600036.
 5. Dr. K.R. Ramanathan,
Physical Research Laboratory,
Navrangpura
Ahmedabad-880069
 6. Dr. E.H. Daruwalla,
Professor of Textile Chemistry
Department of Chemical
Technology,
University of Bombay,
Matunga Road,
Bombay-400019.
 7. Dr. R.P. Bambah,
Director,
Centre for Advanced Study
in Mathematics,
Department of Mathematics,
Punjab University,
Chandigarh-14.
 8. Dr. S. Krishnaswamy,
Head,
Department of Biological
Sciences,
Madurai University,
Madurai (Tamil Nadu)
 9. Shri C.M. Correa,
Architect,
249, Dadabhai Naoroji Road.
Bombay-1.
 10. Dr. D.D. Pant,
Head,
Department of Botany,
University of Allahabad,
Allahabad-211002
 11. Dr. R.C. Mehrotra,
Vice-Chancellor,
University of Delhi,
Delhi.
 12. Dr. R.P. Singh,
Head,
Department of Geography,
Magadh University,
Bodh Gaya, Gaya (Bihar).
 13. Shri A. Rahman,
Chief (Planning),
Council of Scientific and
Industrial Research,
New Delhi-1,
 14. Dr. B.D. Nag Chaudhuri,
Vice-Chancellor,
Jawaharlal Nehru University,
New Delhi.
 15. Prof. Yash Pal,
Director,
Space Application Centre,
Ahmedabad-380015.
- SOCIAL SCIENCES, HUMANITIES AND
CULTURE SUB-COMMISSION
1. Dr. A.K. Dhan
Vice-Chancellor
Ranchi University
Ranchi.
 2. Dr. Malcolm S. Adishesiah
Vice-Chancellor
Madras University
Madras.
 3. Shri E. Alkazi,
Director,
National School of Drama
and Asian Theatre Institute,
Bhawalpur House,
New Delhi-1.
 4. Dr. V.K.R.V. Rao,
Director,
Institute for Social and
Economic Change,
Post Box No. 5120,
Carlton House,
Palace Road,
Bangalore-560001.
 5. Prof. Rasheeduddin Khan, M.P.,
Dean, School of Social Sciences
Jawaharlal Nehru University,
New Mehrauli Road,
New Delhi-110057.
 6. Shri A. Mitra,
Professor,
Jawaharlal Nehru University,
B-5/15 Safdar Jang Enclave,
New Delhi-110016.
 7. Prof. S. Chakravarty,
Member,
Planning Commission,
Yojna Bhawan,
New Delhi.
 8. Dr. V. Raghavan,
7, Sri Krishnapuram Street,
Royapettah,
Madras-600014.

9. Dr. Kirpal Singh Narang
E-4, Dera Baba Jaimal Singh
Radhaswami Satsang
Beas (Dt. Amritsar).
10. Shri Sombhu Mitra,
Professor of Rabindra Bharati,
University,
11-A, Nasiruddin Road,
Calcutta-17
11. Prof. B.B. Lal
Indian Institute of Advanced
Study
Rashtrapati Niwas
Simla.
12. Prof. P.N. Haksar,
Dupty Chairman
Planning Commission,
New Delhi.
13. Dr. S. Gopal,
Chairman,
National Book Trust, India,
New Delhi.
14. Prof. P.C. Joshi,
Institute of Economic Growth,
University of Delhi,
Delhi.
15. Dr. J.J. Bhabha,
Trustee Incharge,
National Centre for
Performing Arts,
Bombay House (4th floor)
24, Homi Mody Street,
Bombay-400023.
5. Prof. K.E. Eapen,
Head,
Department of Communication
Engineering,
125, U.V. College of Engineering,
K.R. Circle,
Bangalore-560001.
6. Shri Prem Shankar Jha,
Assistant Editor,
The Times of India,
Bombay.
7. Shri D.R. Mankekar,
Journalist,
F. 64, Sujan Singh Park,
New Delhi.
8. Smt. Pupul Jayakar,
Chairman,
All India Handicrafts Board,
West Block VII,
Ramakrishnapuram,
New Delhi-22.
9. Shri Sukh Dev,
Film Producer & Director,
14, Rook House,
Worli, Bombay-18.
10. Shri M.T. Vasudevan Nair,
Editor,
Mathrubhumi Illustrated Weekly,
Calicut-673001 (Kerala).
11. Shri Chanchal Sarkar,
Director,
Press Institute of India,
Sapru House Annexe,
Barakhamba Road,
New Delhi-110001.

COMMUNICATION SUB-COMMISSION

1. Shri C. Raghavan,
Editor-in-Chief, C/o 'Samachar'
P.T.I. Building,
4, Parliament Street,
New Delhi.
2. Shri Romesh Thapar.
Seminar
The Monthly Symposium,
Post Box 338,
New Delhi.
3. Khwaja Ahmad Abbas,
Philomena Lodge,
Church Road,
Juhu,
Bombay-400054.
4. Smt. Sheila Dinar,
9, Race Course Road,
New Delhi.
12. Shri Mrinal Sen,
4-E Motilal Nehru Place,
Calcutta.
13. Shri Girish Karnad,
18, Saraswatpur,
Dharwar-2 (Karnatak).
14. Shri Shyam Benggal, ;
103, Sangani
Peddar Road,
Bombay.
15. Vacant

"INSTITUTIONAL" MEMBERS

EDUCATION SUB-COMMISSION

1. Department of Education,
Ministry of Education &
Social Welfare,
Shastri Bhawan,
New Delhi.

2. University Grants Commission, U.G.C. Building, Bahadur Shah Zafar Marg, New Delhi.
 3. National Council of Educational Research and Training, N.I.E. Campus, Sri Aurobindo Marg, New Delhi-110016.
 4. All India Federation of Educational Associations, 16-A/10, W.E.A., Karol Bagh, New Delhi.
 5. All India Women's Conference, 6, Bhagwan Das Road, New Delhi.
 6. The Bharat Scouts & Guides, National Headquarters, 16, Ring Road, Indraprastha Estate, New Delhi.
 7. Indian Adult Education Association, Shafiq Memorial, 17-B, Indraprastha Estate, New Delhi.
 8. Indian National Trade Union Congress, 17, Janpath, New Delhi.
 9. Indian Library Association, C/o, Delhi Public Library, S.P. Mukerji Marg, New Delhi.
 10. Association of Universities in India, Rouse Avenue, New Delhi.
- NATURAL SCIENCES SUB-COMMISSION
11. Department of Agricultural Education & Research, Krishi Bhawan, New Delhi.
 12. Department of Science & Technology, Technology Bhawan, New Mehrauli Road, New Delhi.
 13. Atomic Energy Commission, South Block, New Delhi.
 14. Electronics Commission, Vigyan Bhawan Annexe, New Delhi.
 15. Space Commission, Vigyan Bhawan Annexe, New Delhi.
 16. Council of Scientific & Industrial Research, Rafi Marg, New Delhi.
 17. Association of Scientific Workers of India, 10, Rajendra Park, New Delhi-110005.
 18. Indian Association for the Cultivation of Science, Jadavpur, Calcutta.
 19. Indian National Science Academy, Bahadur Shah Zafar Marg, New Delhi-110001.
 20. Indian Science Congress Association, Calcutta.
- SOCIAL SCIENCES, HUMANITIES & CULTURE SUB-COMMISSION
21. Ministry of Education & Social Welfare, (Department of Culture), Shastri Bhawan, New Delhi.
 22. Ministry of External Affairs, South Block, New Delhi.
 23. Sahitya Akademi, Rabindra Bhawan, Ferozeshah Road, New Delhi.
 24. Lalit Kala Akademi, Rabindra Bhawan, Ferozeshah Road, New Delhi.
 25. Sangcet Natak Akademi, Rabindra Bhawan, Ferozeshah Road, New Delhi.
 26. Academy of Fine Arts, Cathedral Road, Calcutta-16.

27. All India Oriental Conference, Bhandarkar Oriental Research Institute, Poona-4.
28. Anjuman Taraqie Urdu-e-Hind, Urdu Ghar, Rouse Avenue, New Delhi.
29. Nagri Pracharni Sabha, Varanasi.
30. International Institute of Tamil Studies, Central Polytechnic Campus, Adyar, Madras-20.
31. The Asiatic Society, 1, Park Street, Calcutta-16.
32. Bharatiya Natya Sangh, Ravindra Bharathi Building, Saifabad, Hyderabad-4.
33. Darpana, "Chidambaram", Usmanpura, Ahmedabad-13.
34. Kalakshetra, Tiruvanmiyur, Madras-41.
35. India International Centre, 40, Lodi Estate, New Delhi-110003.
36. Indian Institute of Architects, Prospects Chambers Annexe, Dr. Dadabhai Naroji Road, Bombay-1.
37. Indian Council for Cultural Relations, Azad Bhawan, Indraprastha Estate, New Delhi.
- COMMUNICATION SUB-COMMISSION
38. Ministry of Information and Broadcasting, 'A' Wing, Shastri Bhawan, New Delhi.
39. United Schools Organisation of India, USO House, 1715, Arya Samaj Road, New Delhi-110005.
40. The P.E.N. (All India Centre) Theosophy Hall, 40, New Marine Lines, Bombay-20.
41. The Federation of Publishers and Booksellers Associations in India, Ravindra Mansion, Ram Nagar, New Delhi-110055.
42. The Federation of Indian Publishers, 21, Western Court, New Delhi.

ANNEXURE III

UNESCO ASSOCIATED SCHOOLS IN INDIA

1. Balmohan Vidyamandir,
42 & 59-65 Shivaji Park,
Dadar, Bombay-28.
2. Cotton Hill L. P. School,
Cotton Hill,
Trivandrum.
3. Besant Theosophical School,
Kamacha,
Varanasi.
4. Government Aliya Primary
School,
Hyderabad City.
Hyderabad.
5. Government Basic Primary
School,
Section 22A,
Chandigarh.
6. L. N. Girdhari Lal K. U.
Higher Secondary School
(Primary Branch),
Bagh Diwar,
Delhi-6.
7. Nangi Dharmatola F. P.
School,
Vill. Nangi, P. O. Batanagar,
Distt 24-Parganas (W.B.).
8. Sarkhej Main School,
Taluka City,
District Ahmedabad.
9. Mysore Mine Primary &
Middle School,
Marikuppam,
Kolar Gold Field,
Kolar District,
Karnatak.
10. Burn Hall Higher Secondary
School (Primary Section),
Srinagar.
11. Primary Section Wesley High
School,
Royapettah,
Madras-600014.
12. Banasthali Vidyapith Higher
Secondary Experimental School,
P. O. Banasthali Vidyapith.
Jaipur.
13. Delhi Public School,
Mathura Road,
New Delhi-11.
14. Government Higher Secondary
School,
Mercara,
Karnatak.
15. Mahbub College High School,
Rashtrapati Street,
Secunderabad.
16. C. M. S. Tyndale Biscoe Memorial
High School,
Sheikh Bagh,
Srinagar.
17. Government Moinia Islamia
Higher Secondary School,
Ajmer.
18. Maharashtra Vidyalaya,
1786, Sadashiv Peth,
Poona-30.
19. The New Era School,
17, Nyayamurti Patkar Road,
Bombay-7.
20. Scindia School,
Gwalior.
21. Vidyodaya Residential and Day
School for Girls,
Thyagarayanagar,
Madras-17.
22. Stanley Girls' High School,
Hyderabad.
23. A. G. Teachers' College,
Navrangpura,
Ahmedabad-9.
24. Government Post-Graduate
Basic Training College,
Chandigarh.

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| <p>25. Prantiya Shikshan Mahavidyalaya, Jabalpur.</p> <p>26. St. Ann's Training College, Mangalore 1, South Kanara, Karnatak.</p> <p>27. Teachers' College Jamia Milia Islamia, Faculty of Education, Jamia Nagar, New Delhi-25.</p> <p>28. Central Institute of Education, Delhi University, Delhi-7.</p> <p>29. Patna Training College, Patna-4.</p> | <p>30 Radhanath Training College, Patna-4.</p> <p>31. Shri Ramakrishna Mission Vidyalaya Teachers' College, Perianaickinpalayam, Coimbatore, Madras.</p> <p>32. Vidya Bhawan Govindram Seksaria Teachers' College, Udaipur, Rajasthan.</p> <p>33. Vinaya Bhavana, Visava Bharati University, Santhiniketan, Bolpur, Dist. Birbhum, West Bengal.</p> |
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ANNEXURE IV

**VISIT OF UNESCO OFFICIALS/EXPERTS, CONSULTANTS/
FELLOWS AND OTHER DIGNITARIES FROM OTHER COUNTRIES**

Sl. No.	Name	Date of visit	Purpose/field of study
1.	Mr. T. Uchida, Programme Specialist (Social Sciences), UNESCO, Paris.	June 1974	To discuss various programmes concerning social sciences.
2.	Miss S. Nilkumharg, Chief of Contemporary Records Section, National Archives, Department of Fine Arts, Bangkok.	October/December, 1974	National Archives
3.	Mr. V. Joseph Herman, Technical Officer, Directorate of Museums, Ministry of Education and Culture, Jakarta.	November, 1974 to April, 1975	Conservation of Museum objects.
4.	Mr. N. Qurishi, Principal of Teachers' College, Afghanistan.	September to December, 1974	Teachers' Training
5.	Mr. A. Q. Miakhil, Teacher, Afghanistan.		„
6.	Mr. A. J. Wafadar, Teacher, Afghanistan.		September to December, 1974
7.	Mr. Ahmed Khan Panshiri, Principal of Teachers' Training College, Afghanistan.		„
8.	Mr. Abdul Khaliq Amerkhil, Teacher, Afghanistan.		„
9.	Mr. S. A. Jauraut, Assistant Lecturer, (Sociology), Kabul University, Kabul (Afghanistan).	November, 1974/ August, 1975	Comparative research in social sciences.
10.	Dr. Yogesh Atal, Regional Social Science Adviser, UNESCO, Paris.	January 1975	To discuss UNESCO Programmes concerning social sciences.
11.	Mr. Tahiji Iwaniya, Photographer, Japan.	January 1975	Photographic mission in connection with UNESCO project "Album on the Image of Buddha".
12.	Mrs. S. Afzali, Principal, Iran.	February/ March, 1975	To study innovative educational projects.

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| 13. | Mr. E. Naraghi, Regional Adviser for Culture in Asia, UNESCO Office, Jakarta. | March 1975 | Discussion on the cultural projects initiated in India. |
| 14. | Mrs. M. Yamaguchi, Section Chief, Asian Cultural Centre for UNESCO, Tokyo (Japan). | March 1975 | Co-production of Educational material on Asian music. |
| 15. | Mr. J. Mpogolo, Tanzania. | February/
March, 1975 | To visit farmers functional literacy projects in India. |
| 16. | Mr. F. Elinewinga, Tanzania. | | |
| 17. | Mr. H. L. Kataria, Tanzania. | | |
| 18. | Mr. R. D. Randoyal, Associate Professor, Institute of Education, Mauritius | September 1975 | Curriculum Research and developments. |
| 19. | Mr. S. A. Karunanayake, Registrar, University of Sri Lanka. | December 1975 | University administration. |
| 20. | Mr. M.H. Rahimi, President, National Directorate of Adult Education, Kabul. | December 1975 | To study projects in the field of non-formal education. |
| 21. | Mrs. B. Jankez, Mauritius Labour Federation. | December 1975 | Study tour for Workers' Education Leaders. |
| 22. | Mr. A. Wafamal, Member of Planning Department, Ministry of Education, Kabul. | January to March, 1976 | Educational Planning. |
| 23. | Mr. N. M. Gaafar, Communication and Information Officer, Cairo, Egypt. | February 1976 | Family Planning |
| 24. | Mr. Donald Macintosh, Director, Mount Diablo High School, Concord, California (USA). | February/
March, 1976 | Associated Schools Project. |
| 25. | Mr. H. Naguchi, Associate Expert in Educational Facilities, UNESCO Regional Office, Bangkok. | February/
March, 1976 | To discuss community education schools. |
| 26. | Dr. G. S. Guneratne, Superintendent of Works, Department of Archaeology, Colombo, Sri Lanka. | February to July, 1976 | Conservation work. |
| 27. | Mr. F. S. Hassan, TV Science Editor and Producer, Information and Communication Department, Family Planning Board, Cairo. | March/
April, 1976 | Family Planning (information communication). |
| 28. | Mr. El. Sayed, Assistant Lecturer, Station Radio & TV, Cairo University, Cairo. | April 1976 | Educational TV |
| 29. | Mr. D. P. Tuason, Consultant for Education Finance and Management, Manila, Philippines. | April 1976 | Collection of educational data and statistics. |
| 30. | Mr. J. Ratnaike, Educational Adviser, UNESCO Regional Office, Bangkok. | May 1976 | To study UNESCO assisted Education projects. |

**UNESCO FELLOWSHIPS AND TRAVEL GRANTS FOR
INDIANS FOR STUDIES/TOUR ABOARD**

S. No.	Name	Subject	Country (ies) of study	Duration
1.	Mrs. Bimla Dutta, Editor, Proudh Shiksha, Indian Adult Education Association, New Delhi.	Travel grant under the study tours for Workers Education Leaders.	Hongkong, Singapore, Philippines, Australia and New Zealand	2 months
2.	Dr. (Mrs.) T. Mukherjee, Administrative Officer, Rabindra Sadan, Education Department, Government of West Bengal, Calcutta.	Do.	Do.	2 months
3.	Dr. (Mrs.) Vijayalakshmi R. Nair, Senior Scientific Assistant, N.I.O., Goa.	Fellowship in Oceanography	California (USA)	6 months
4.	Miss B. Biswas, Senior Research Investigator, Calcutta University	Travel grant under IBRO/ UNESCO Programme 1975/76	University of Goteborg, Sweden.	6 months
5.	Mrs. S. V. Gupta, Teacher, Holy Cross High School, Bombay.	Travel grant under UNESCO programme Study tours for Workers Education Leaders	Mexico City	3 Weeks
6.	Smt. Vimal Nagi, Joint Convener, INTUC, New Delhi.	Do.	Do.	1 month

STUDY VISITS TO UNESCO'S REGIONAL OFFICES

Under the approved programme of UNESCO's Study visits for officials of National Commissions to UNESCO's Regional Offices, Shri A. S. Talwar, Deputy Secretary, Ministry of Education and Social Welfare and the then Secretary, Indian National Commission for UNESCO, was deputed to UNESCO Regional Office for Education in Asia, Bangkok from 24 November to 22 December 1975. The Programme was designed to strengthen regional co-operation and to increase knowledge in the National Commissions about UNESCO's activities.

**INDIAN PARTICIPATION IN INTERNATIONAL
CONFERENCES, MEETINGS, SEMINARS ETC.
ORGANISED/ASSISTED BY UNESCO**

S. No.	Conference/Meeting/Seminar etc.	Indian Participant(s)
1.	Meeting of International Working Group in Curriculum Design in Engineering Education, Poland—13-15 May, 1974	Prof. T. N. Shah, Indian Institute of Technology, Kanpur.
2.	Working Symposium on Geological Correlation in South Asia and Regional Meetings of National Committees for IGCP, Teheran—11 to 19 May, 1974.	Shri C. Karunakaran, Director-General, Geological Survey of India, Calcutta.
3.	Export Meeting on Environmental Aspects of Education and Training of Engineers, UNESCO, Paris—17-21 June 1974.	Dr. A. Ramachandran, Secretary, Department of Science and Technology, New Delhi.
4.	Meetings of the Planning and Editing Committee of the Asian Publications Programme, Tokyo—19-24 June, 1974.	Smt. Mohini Rao, Editor, National Book Trust, New Delhi.
5.	Training Seminar on Computerization Techniques, UNESCO, Paris—30 September to 4 October, 1974.	Shri S. Seetharama, Teacher of Documentation, Indian Statistical Institute, Calcutta.
6.	Regional field operational Seminar on Educational Innovation, Tokyo—10 September to 4 October, 1974.	1. Shri Veda Prakasha, Executive Director, National Staff College, New Delhi. 2. Prof. P. K. Roy, N.C.E.R.T., New Delhi.
7.	Experts Meeting on Regional Cooperation in UNESCO Cultural Activities in Asia, Tokyo—3-7 September, 1974.	Shri Jnan Prakash Ghosh, 'Hemchhaya', Calcutta.
8.	Regional Seminar on problems of Rural Youth & out-of-school Education, Tagaytay City, Philippines—30 September to 5 October, 1974.	Shri Sanjit Roy, Director, Social Works Research Centre, Ajmer.
9.	Regional Seminar on Book Distribution Methods, Colombo, Sri Lanka—23-29 October, 1974.	Shri Nagendra Mishra, Assistant Business Manager, Ministry of Information and Broadcasting, New Delhi.
10.	Meeting on the Seismicity and Seismotectonics of South and Central Asia, Teheran—27-31 October, 1974.	Shri H. M. Chaudhuri, Director, Seismology Meteorological Department, New Delhi.
11.	Preparatory Committee of Experts for the Intergovernmental Conference on the Assessment and Mitigation of Earthquake Risk, UNESCO, Paris—3-5 December, 1974.	Shri Jai Krishna, Vice-Chancellor, University of Roorkee.

S. No. Conference/Meeting/Seminar etc.	Indian Participant(s)
12. UNESCO/Costed Meeting on the present Role of Universities in Scientific Development—16-21 January, 1975.	Dr. M. Santappa, Director, Central Leather Research Institute, Madras.
13. Consultative Seminar on Training Needs in Population Education, Bangkok/Chiangmai—6-13 January, 1975.	1. Shri T. R. Jayaraman, Joint Secretary, Ministry of Education and Social Welfare. 2. Dr. D. Jaganatha Reddy, Vice-Chancellor, Sri Venkateswara University, Tirupati.
14. Asian Promotional Seminar on Educational Technology with particular reference to educational broadcasting, Tokyo—3-12 February, 1975.	Shri A. N. Kapur, Director, Staff Training School, All India Radio.
15. Meeting in connection with the Establishment of International Fund for the Promotion of Culture, UNESCO, Paris—21-22 April, 1975.	Dr. J. J. Bhabha, Trustee, Sir Dorabji Tata Trust, Bombay.
16. Preparatory Meeting for the Asian Regional Seminar in problems and trends in Science and Technology Education, Bangkok—31 March to 1 April, 1975.	Prof. Rais Ahmed, Director, NCERT, New Delhi.
17. Regional Workshop on Curriculum Development for Moral Education at the first level of education in Asia, Tokyo—20 May to 19 June, 1975.	Dr. S. L. Bhyrappa, Reader, Regional College of Education, Mysore.
18. Second Regional Consultative Meeting on the Asian Programme of Educational Innovation for Development, Tokyo—26-31 May, 1975.	Shri K. N. Channa, Secretary, Ministry of Education and Social Welfare, New Delhi.
19. Meeting of the Planning Committee of the Asian Coproduction Programme, Tokyo—1-5 July, 1975.	Mrs. Mohini Rao, Editor, National Book Trust, New Delhi.
20. Meeting on the theme Children's literature in the Service of International Understanding Peaceful Cooperation, Teheran—15-21 May, 1975.	Do.
21. Preparatory Group Meeting on Science Education, Seoul, Republic of Korea—7-12 July, 1975.	Shri N. K. Sanyal, Reader, NCERT, New Delhi.
22. Regional Operational Seminar on Curriculum Development for Work Oriented Education, Tokyo—19 September to 17 October, 1975.	Shri R. N. Rath, Regional College of Education, Bhubaneswar.
23. Regional Seminar on Engineering Design in South & Central Asia, Lahore (Pakistan)—November, 1975.	Prof. A. P. Jambulingam Principal, Technical Teachers' Training Institute, Madras.

S. No.	Conference/Meeting/ Seminar etc.	Indian Participant(s)
24.	Meeting of the Council of International Association for the Study of the Cultures of Central Asia, Unesco, Paris—3-5 November, 1975.	Prof. R. S. Sharma, Chairman, Indian Council of Historical Research, New Delhi.
25.	Meetings of Experts on Pre-school education, Unesco, Paris—5-9 January, 1976.	Dr. (Mrs.) R. Murlidharan, Reader, NCERT, New Delhi.
26.	Meeting for a Regional Project for the Survey of the Seismicity & Seismo-tectonics of the Anatolian-zangros-Hindu Kush-Kara-Korum-Himalayan Arakan Ranges, Kathmandu—19-22 January, 1976.	Dr. Hari Narain, Director, National Geophysical Research Institute, Hyderabad.
27.	Meeting of Representatives of Cultural Research Institutions in Asia, Tokyo—10-16 March, 1976.	Dr. Narayana Menon, Director, National Centre for the Performing Arts, Bombay.
28.	Meeting of Experts on indicators of economic and social change, UNESCO, Paris—12-15 April, 1976.	Prof. Ramakrishna, Mukherjee, Indian Statistical Institute, Calcutta.
29.	Peace forum on The Social and Human Sciences and the problem of Peace, UNESCO, Paris—3-6 May, 1976.	Dr. (Mrs.) Swadesh Rana, Research Associate, Institute for Defence Studies and Analysis, New Delhi.
30.	Sixth Commonwealth Conference on Education held in Jamaica from 10 to 24 June, 1974.	<ol style="list-style-type: none"> <li data-bbox="529 796 843 852">1. Shri S.M. Agha, High Commissioner of India in Trinidad. <li data-bbox="529 862 843 947">2. Shri J. P. Naik, Member-Secretary, Indian Council of Social Science Research, New Delhi. <li data-bbox="529 956 843 1044">3. Prof. Satish Chandra, (then) Vice-Chairman, University Grants Commission, New Delhi.
31.	Meeting concerning Discharge of Pollutants into the Ocean held at Paris from 16 to 18 December, 1974.	Mr. Mohd. Miakhan, Member-Secretary, Central Board for Prevention & Control of Water Pollution, Ministry of Works & Housing, New Delhi.
32.	11th Meeting of the Council of International Bureau of Education held in Geneva from 11 to 14 February, 1975.	Shri Maheshwar Dayal, Deputy Permanent Representative of India to UNESCO, Embassy of India, Paris.
33.	Meeting of the International Working Group on Integrated Ecological Studies on Human Settlement held at Paris on 2nd June, 1975.	Dr. D. V. R. Rao, Director, School of Town Planning and Architecture, New Delhi.

S. No.	Conference/Meeting/ Seminar etc.	Indian Participant(s)
34.	4th Session of the Executive Committee on safeguarding the Temples of Brobodur held at Jakarta, Indonesia on 27 June, 1975.	Mrs. D. Mitra, Director, School of Archaeology, New Delhi.
35.	12th Session of the Council of International Bureau of Education and 35th Session of the International Conference on Education held in Geneva from 26 August, 1975 to 5 September, 1975.	<ol style="list-style-type: none"> <li data-bbox="609 326 917 413">1. Shri K. N. Channa, Secretary, Ministry of Education and Social Welfare, New Delhi. <li data-bbox="609 413 917 479">2. Prof. Satish Chandra, Chairman, University Grants Commission, New Delhi. <li data-bbox="609 479 917 589">3. Shri Maheshwar Dayal, Deputy Permanent Representative of India to UNESCO, Embassy of India, Paris.
36.	Commonwealth Conference on Materials for Learning held at Wellington from 22 September to 3 October, 1975.	Prof. Rais Ahmed, Director, National Council of Educational Research and Training, New Delhi.
37.	Commonwealth Conference on Educational Broadcasting held at Sydney from 7 to 16 October, 1975.	Prof. Rais Ahmed, Director, National Council of Educational Research and Training, New Delhi.
38.	Seminar on Classification and Registration of Engineers and Technicians in Europe and the World held in Brussels from 2 to 4 October, 1975.	Shri H.S. Shahani, Joint Educational Adviser, Ministry of Education & Social Welfare, New Delhi.
39.	Workshop on Cooperative Development of Learning Units in Population Education held in Bangkok from 29 September to 3 October, 1975.	Prof. B. S. Parakh, National Council of Educational Research and Training, New Delhi.
40.	MAB Regional Meeting on Integrated Ecological Research and Training held in Kathmandu from 26 September to 2 October, 1975.	<ol style="list-style-type: none"> <li data-bbox="609 1001 917 1067">1. Dr. Dilip Kumar Dey, Director, Himalayan Zoological Park, Darjeeling. <li data-bbox="609 1067 917 1163">2. Shri K. K. Mahajan, Specialist (Life Sciences) Department of Science and Technology. <li data-bbox="609 1163 917 1229">3. Shri B. B. Vohra, Additional Secretary, Department of Agriculture. <li data-bbox="609 1229 917 1295">4. Capt. M. S. Kohli, Manager (Tourism) Air India, Bombay. <li data-bbox="609 1295 917 1370">5. Shri N. M. Khilnani, Director, Historical Division, Ministry of External Affairs.

S. No.	Conference/Meeting/ Seminar etc.	Indian participant(s)
41.	6th Session of the Executive Council and 9th Session of the Assembly of the Inter-governmental Oceanographic Commission held at Paris on 19 October, 1975.	1. Dr. S. Z. Qasim, Director, National Institute of Oceanography, Goa. 2. Commodore V. K. Singh, Naval Hydrographic Office, Dehra Dun. 3. Shri P. R. Chandra, Senior Geologist, Geological Survey of India, Calcutta.
42.	4th Session of the International Coordinating Council of Man and Biosphere held at Paris on 18-11-75.	Shri B.D. Nag Chaudhuri, Chairman, National Committee on Environmental Planning & Coordination and Indian MAB Committee.
43.	Advisory Group Meeting on Interdisciplinary Programme on Human Implications of Scientific Advance held in Paris from 2 to 5 December, 1975.	Shri A. Rahman, Chief (Planning), Council of Scientific and Industrial Research, New Delhi.
44.	13th Session of the Council of International Bureau of Education held at Geneva from 6 to 9 January, 1976.	Shri K. N. Channa, Secretary, Ministry of Education and S. Welfare. Shri Maheshwar Dayal, Deputy Permanent Representative of India to UNESCO, Embassy of India, Paris.
45.	Third Regional Consultant Meeting on Asian Programme of Educational Innovation for Development held in Bangkok from 19 to 25 January, 1976.	Shri K. N. Channa, Secretary Ministry of Education & S.W.
46.	Meeting of Special Task Force for Regional Consultant Meeting on APEID held at Bangkok from 15 to 25 January, 1976.	Dr. S. K. Mitra, Joint Director, National Council of Educational Research and Training.
47.	First Conference of Ministers and Senior Officials responsible Physical Education & Sports held at Paris from 5 to 10 April, 1976.	1. Prof. S. Nurul Hasan, Minister for Education, Social Welfare and Culture. 2. Air-Chief Marshal O. P. Mehra, Secretary, Indian Olympic Association. 3. Shri Tarun Roy, Special Assistant to Education Minister.

S. No.	Conference/Meeting/ Seminar etc.	Indian participant(s)
4.		Shri R. L. Anand, Director, Netaji Subhash Institute of Sports, Patiala.
5.		Shri Hari Kant Dang, Prin- cipal, Central Air Force School, New Delhi.
48.	Meeting of Special Committee of Governmental Experts to prepare a draft Recommendation on Adult Education held at Paris from 2 to 12 June, 1976.	Shri Anil Bordia, Joint Secre- tary, Ministry of Education & Social Welfare, New Delhi.
49.	Regional Seminar on Life-Long Education and Curriculum Develop- ment held at Bangkok from 7 to 15 June, 1976.	Shri P. K. Umashankar, Joint Secretary, Ministry of Educa- tion & S.W., New Delhi.

ANNEXURE V

LIST OF PARTICIPANTS

1. India
 1. Professor S. Nurul Hasan
Minister of Education & Social Welfare.
 2. Mr. K. N. Chauna
Education Secretary to the Government of India and Secretary-General
Indian National Commission for Cooperation with UNESCO.
 3. Mr. G. Parthasarthy
Chairman
Policy Planning Committee
Ministry of External Affairs.
 4. Dr. S. Gopal
Chairman
National Book Trust of India.
 5. Mr. Maheshwar Dayal
Deputy Permanent Representative of India to UNESCO and Minister, Embassy of India, Paris.
 6. Mr. N.D. Jayal
Joint Secretary
Ministry of Education & Social Welfare.
2. Afghanistan : Dr. Mir Abdul Fatah Siddiq
First Deputy Minister of Education.
3. Australia : Professor J. J. Auchmuty
Chairman
UNESCO National Commission.
4. Burma : U. Myint Aung
Deputy Education Minister.
5. Indonesia : Mr. Firadaus Amir
Executive Secretary
UNESCO National Commission.
6. Iran : Mr. F. Ardalan
Secretary-General
UNESCO National Commission.
7. Japan : Mr. Isao Amagi
Chairman
Education Committee
UNESCO National Commission, and Special
Adviser to the Minister of Education,
Science and Culture.
8. Democratic People's
Republic of Korea : Mr. Li Ryang Gyu

9. Republic of Korea . . . : Dr. Kim, Kyu Taik
Secretary-General
UNESCO National Commission.
10. Malaysia : Mr. A.T. Nathan
Secretary
Division of External Relations
Ministry of Education.
11. Mongolia : Professor D. Ishtseren
Minister of Education.
12. Nepal : Mr. Radha Prasad Ghimire
Minister of Education & Communication.
13. New Zealand : Mr. F. Tarnovsky
Chairman
UNESCO National Commission.
14. Philippines : H.E. Mr. R.S. Busuego
Ambassador of the Philippines to India.
15. Sri Lanka : Mr. D.K. Subasinghe
Secretary
UNESCO National Commission.
16. Thailand. . . . : Dr. Saroj Buasri
Deputy Under Secretary of State for Educa-
tion
17. USSR : Mr. Y.N. Chernyakov
Deputy Chairman
UNESCO National Commission and
General Secretary
Foreign Office.

ANNEXURE VI

ADDRESS BY

PROF. NURUL HASAN

**MINISTER FOR EDUCATION, SOCIAL WELFARE AND
CULTURE**

Madam President and distinguished delegates, I would like to offer you at the outset, on behalf of my country and my delegation, our warm congratulations on your election as President of the General Conference. It is a matter of gratification to us all that our deliberations should be guided by such an eminent scholar and intellectual of repute, and I need hardly say how delighted I am to be speaking on this occasion under your auspices. You represent a country with varied cultural traditions which are part of the heritage of mankind. We in India are particularly grateful to your country and your people, with whom we have close historical links, for having always extended to us their warm friendship. And may I add our special pleasure that the Conference should be presided over by a distinguished lady who is eminently fitted to guide this Organisation in the coming International Women's Year?

2. Madam President, we are now in what may be called the last weeks of the Maheu era, for it can be said with justification that the present shape, structure and philosophy of UNESCO bear the powerful imprint of the personality of the retiring Director-General. It is, therefore, right that we should pay tribute to Mr. Maheu for his dedicated and distinguished service to our Organisation. He has held office at a time of fateful challenge during which the spirit of man has been sorely tried. Mr. Maheu was able to cope with this crisis because he recognised the need for new approaches and fresh directions. The initiative and innovation which he was never afraid to manifest enabled him to deal with these problems in a manner which has resulted

in enduring gain to the world community. A philosopher by training and outlook, Mr. Maheu has consistently reiterated the need to recognise Man as both the means and the end of development. We in India shall always remember his warm sympathy and his understanding of our domestic problems.

3. Madam President, it augurs well for the organisation that Mr. Maheu's successor, whom, I am sure, we shall all elect un-animously, combines exceptional qualities as a farseeing administrator with a world perspective. It is appropriate that UNESCO should at this time, have at its head a humanist known for his conciliatory and constructive approach to all problems, an outstanding educationist who is the symbol of the hopes and aspirations not only of resurgent Africa, but of the developing world as a whole.

4. The Director-General, in his introduction to the Report for 1973, has drawn our attention to what we cannot afford to ignore, that the interests of all peoples and countries can only be safeguarded and promoted if we establish a new order based on justice and equality. The maintenance, of peace is obviously the primary concern of us all; but peace can only be stabilised if the human condition is improved and the dignity and worth of the human person is ensured.

5. Madam President, such human dignity will always be in peril so long as racialism and colonialism continue to exist in diverse parts of the world. We in India have always laid emphasis on the urgent necessity of eliminating racialism and colonialism in all forms, and indeed take pride in the fact that we have throughout been in the forefront of this battle. It is, therefore, a matter of particular pleasure to us to welcome Guinea Bissau into the Community of Nations as a full member and Namibia as an Associate Member. But the struggle against racialism is by no means over. The oppressive regimes in South Africa and Rhodesia are still obsessed by it and even outside these countries it frequently raises its ugly head. It is tarnishing and poisoning social relations, even in the field of sports. We believe, Madam President, that if this struggle against racialism is to be successful, it must be waged in its totality.

6. Colonialism also is still entrenched in some parts of the world and indeed new manifestations of it keep on appearing. But the picture is not wholly dark. We noted with appreciation, Madam President, the contribution to this debate of the distinguished leader of the Portuguese delegation, who informed us that the new democratic government of Portugal is renouncing its colonial heritage. At least, after many years, we have been privileged to hear the authentic voice of the people of Portugal. We warmly welcome the People's Democratic Republic of Korea and San Marino to this Organisation and look forward to fruitful collaboration with them in UNESCO. We are happy that the Palestinian Liberation Organisation has found a place in UNESCO and trust that this Organisation will render all possible assistance to the uprooted millions of Palestinians in the fields of its competence. It is a matter of gratification for us that African liberation movements recognised by the Organisation of African Unity will now be associated with the activities of UNESCO.

7. Madam President, we are faced today with a crisis which is engulfing the major part of the developed world and which is simultaneously creating a serious situation for the people of the developing countries. The rapid development of science and technology has opened before mankind a fascinating vista of the possibilities of progress. However, in spite of the tremendous advances in our knowledge of natural processes and our ability to control and harness the forces of nature and put them to use, there remain vast areas where people suffer from ignorance, poverty and hunger. Large section of mankind are prevented from progressing in accordance with their aspirations, and a difficult situation created by retarded development under colonial rule is becoming even more acute. The disparity between the developing and the developed countries is growing. The natural resources of the world are being exploited by a handful of countries for their own benefit, and the result is a consumer society where there is conspicuous waste of these scarce resources. A world system has been created which involves the acquisition of raw material at prices which prevent the mass of humanity, including people living in the areas producing the raw

material, from reaping the benefits of material advancement. Exploitation of human labour which extracts these raw materials continues. The iniquitous high consumption in the developed part of the world has involved the peoples of the developing countries in a situation of crisis where not only is further development endangered but even the existing low standards of living are insecure. One consequence of this economic crisis is that the educational system is threatened with shortage of finance. Grants to Universities, allocations for Scientific research and for the advancement of knowledge and culture are not easily forthcoming. Specialists of science and technology have been forced to take up employment which does not involve the utilisation of their skills. Books are getting out of the reach of the common man. The institutions of culture are faced with serious difficulties.

8. All these glaring disparities must be reduced and removed. Wasteful consumption must be curbed so that the world's resources can be shared more equitably. Such sharing is, in fact, in the interest of all, for the interdependence of the world community has become more and more pronounced. Acute distress in parts of the globe also caused social and political tensions which adversely affect the other parts. UNESCO must raise its voice powerfully in this matter and mould opinion so that practical action towards better distribution is taken by the member governments. UNESCO must act to foster fundamental concepts and thinking which will enable the disparities to be reduced and which will help to usher in a new world economic order.

9. Madam President, I come now to the pivotal role of development. We in the developing countries cannot afford to be pessimists. Whatever the difficulties, we have to strive, essentially by our own efforts, and with international cooperation to create conditions, both material and cultural to enable people to lead the good life. A wide-ranging attack is necessary on the problems of development. Without development, equality and social progress cannot be achieved. In this connection, within the framework of a balanced and comprehensive approach, more attention needs to be given to the concepts of applying science and technology to basic development. Food, water, energy,

health, over-population and housing are among the main problems affecting the lives of the vast majority of people and should be dealt with vigorously.

10. Madam President, there is also a growing need to review the principles and practices of international aid followed in the United Nations System. In this context, the perceptive remarks of the Director-General in his Introduction to the Annual Report provide the proper guidelines. I would particularly like to refer to the question of the transfer of technology. It is evident that the attitudes of donors and recipients alike have to be changed if the system of international transfer of technology is to have really beneficial effects. Very often the mechanism and agency of such transfer function in such a manner as to increase the dependence of developing countries on the donors. In fact, the transfer of technology should be designed to assist in the building of the infra-structures and capabilities in the developing countries so that they could develop by themselves. International programmes in the field of science and technology should have a long range perspective with the object of creating a self-generating scientific and technological tradition in the developing countries, for they obviously have to depend primarily on their own skills and resources to build themselves up. The framework for such transfers should be such as to enable the developing countries to choose for themselves the technologies, and the mix of technologies which they may wish to receive as well as the appropriate technologies which are of particular importance to developing countries alongside the most modern and sophisticated technologies which could be applied to the tasks of development. The choice of the technologies also should be based on the individual circumstances of the country; it cannot simply be adopted from a different environment but should be based on the social and cultural conditions of each country concerned. In the recent past, there have been signs of hope that we are moving towards a greater appreciation of international cooperation in this respect and UNESCO can obviously help in creating the climate for such progress as well as in giving positive assistance to member states. It is advisable, however, to devise and develop as

many concrete schemes of action and projects as possible as to concentrate the activities of the organisation, and to make visible impacts in specific fields.

11. I would now like to turn to the problem of regional co-operation. Its importance in the various fields of UNESCO's competence in the present day world cannot be over emphasised. The Indian Delegation had welcomed the shift in emphasis of the UNESCO policies from mutual understanding of the East and the West to regional studies. We are happy to find that UNESCO plans to proceed further with its several projects in the Asian region such as the study of Malay culture, Oceanic culture and East Asian civilisation. But I should like to submit that the concept of regional studies should not be understood only in terms of geographical divisions, but in terms of the themes and the specific problems which these studies involve. It would then logically follow that some countries which may not fall into the geographical region and would, therefore, not be included in a specific regional problem, would be included. I would particularly like to draw the attention of this assembly to the fact that there has been an active dialogue amongst Asian countries for many centuries and this dialogue has made the Asian civilisation into a composite fabric of diverse hues and strands transcending regional considerations.

12. One of the essential elements in the educational programmes of UNESCO is the increasing emphasis which is being placed, in the context of the needs of developing countries, on "non-formal" education. We would like to express our appreciation of the comprehensive Report submitted by the International Commission on the Development of Education, which was appointed by the Director-General under the distinguished Chairmanship of Mr. Edgar Faure and the measures initiated by UNESCO and Member-States to give effect to the recommendations contained in this report. India in particular, has gained experience on a large-scale in various areas of out-of-school and adult education. The Gandhian Movement for basic education still retains its validity for us; and since independence we have also developed community education. More recently experience in

this field in India has shown that significant results can be achieved through non-formal education.

13. In this context, we warmly welcome the initiatives taken by UNESCO in pursuance of the decisions taken at the Seventeenth Session of the General Conference to set up an Asian Centre of Education Innovation for Development as an integral part of UNESCO's Regional Office for Education in Asia at Bangkok. This programme aims at stimulating and encouraging educational innovations which are linked to the educational problems in the Asian region. I am glad to say that as evidence of our desire to cooperate fully with UNESCO in this programme, our Government has constituted a National Development Group for Educational Innovations in India. We would however, like a much larger provision for the Asian Centre for Educational Innovation for Development in the 1975-76 Budgets of UNESCO so as to enable it to move more effectively towards achieving its objectives.

14. Madam President, I would like to draw the attention of the General Conference to the sharpening contradictions between the concept and practice of the right to freedom of information and expression "regardless of frontiers". Thus in the field of communication, we find that the flow of information is largely a one way traffic from advanced countries to developing nations. The entire exchange of news is dominated by the major international news agencies belonging to the developed nations. These agencies function in such a manner that little information of significance about the progress of the developing countries finds a place in the world news service. A completely distorted profile of these countries is presented. It is paramount, therefore, to set up regional news agencies and extend support to the infra-structure of national news agencies. Another factor coming in the way of flow of news is the high rate of cable tariffs which makes it difficult for correspondents of developing countries to file adequate reports.

15. But the most immediate problem being faced by the developing world today is the shortage and high prices of newsprint. As we are all no doubt aware disproportionately large quantities of newsprint are consumed by newspapers in developed countries. Also, because of their larger resources, newspapers

in developed countries are able to enter into long-term contracts with producers, putting developing countries at a great disadvantage. It is necessary, therefore, that UNESCO should take the initiative in cooperation with other UN agencies to cope with this situation. As an interim measure, large newspapers in developed countries could consider a voluntary cut to help release supplies to developing countries. Other steps could also be considered including help in providing infra-structure for the growth of newsprint industry in developing countries. A similar crisis is at hand in the matter of paper for text books and periodicals. It is impossible to keep up with the pressing needs of education without increasing the availability of paper for the developing countries. Here also action as suggested above for newsprint must be urgently taken.

16. Madam President, we in India, attach great significance to the work of UNESCO. We believe that while UNESCO has achieved a great deal, it has a tremendous potential, as yet unexplored, to promote international understanding and goodwill to strengthen collaboration and cooperation among Member-States in Education, Science, Culture and Communications and, above all, to assist in ushering in, at the earliest possible moment, a new world order based on freedom, justice and equality. UNESCO can also assist in a big way in collaboration with other agencies of the United Nations system in the establishment of the new economic order which we all seek. It is for these reasons that we in India have always taken keen interest in UNESCO and have appreciated its work in promoting the concept of a unified world.

17. Madam President and fellow delegates, may I conclude by expressing the hope that the deliberations of this distinguished assembly will help strengthen the bonds of cooperation between the Member-States of UNESCO. We trust that UNESCO, inspired by its moral and ethical role and assisted by human endeavour in all fields of action, will continue to play a major role in the furtherance of peace and human rights and in the process of development, in which alone lies hope for the future of mankind. Thank you, Madam President.

ANNEXURE VII

GIST OF MAIN ISSUES RELATING TO ROLLINGS AND PROGRAMMES RAISED BY THE MEMBERS OF THE INDIAN DELEGATION TO THE EIGHTEENTH SESSION OF THE GENERAL CONFERENCE OF UNESCO HELD AT PARIS FROM 17 OCTOBER TO 23 NOVEMBER, 1974

Education Sector

1. It is not necessary to confine the development of education in the developing countries only to school education and rural development; it is also necessary to develop Advanced Centres because only then could the phase of development be accelerated.

2. There should be greater co-operation between countries of the region and amongst countries having similar problems in different regions.

3. We should identify national and regional centres so as to provide for greater mobility amongst trained personnel within the region and regions with similar problems.

4. Regional Offices (of UNESCO) should act as "Data Banks" for training personnel which could be provided to countries of the region at their request.

5. There should be greater co-operation between the International Institutes of Educational Planning and Co-operation (e.g. IIEP, Paris) with national institutes in different parts of the world.

6. Literacy and primary education and involvement of youth in rural development should not be conceived as "ends" in themselves but should be seen as the first step of development.

7. Duplication in the programmes undertaken by International Bureau of Education at Geneva and those handled in the

Units of the UNESCO Secretariat at Paris and Regional Offices of UNESCO on the one hand and National Centres, particularly those set up in Asia, Africa and Latin America on the other should be avoided.

8. The programmes of educational innovations for development undertaken at the Regional Office of Education in Asia should be strengthened.

9. There should be progressive decentralization of UNESCO programmes in the field of education.

10. There is need for greater utilization of the expertise for common national and regional centres especially in Asia, Africa and Latin American countries.

11. There should be greater dialogue between countries of Asia and amongst countries of Asia, Latin America and Africa.

12. Programmes of primary education and literacy should be extended to cover specially the weaker sections of the populations and these should not be considered as "ends" in themselves.

II. Natural Sciences Sector

1. In view of the crisis in which most of the countries are finding themselves, UNESCO's programmes should reflect the challenges which have to be met. In many of the existing programmes, the nature of the challenge and urgency with which a solution is needed are not reflected.

2. Despite the programmes and aid provided by UNESCO to the developing countries, the disparities and gaps between the developing and the advanced countries is continuing to grow both in the fields of science and technology as well as of economic development. The ways in which the programmes of transfer of technology are operating at present adversely affect the development of capabilities in the developing countries to be self-reliant. It should be possible for UNESCO to devise a mechanism and evolve programmes to mitigate the adverse situation.

3. The major emphasis in the programmes for developing countries should be on the utilization of their natural resources. Even in these programmes, considerable emphasis has to be given to the problems and needs of under-privileged sections of populations in these countries. For example, in the utilization of solar energy, the appliances which are required to be developed should be within the reach of such people so that they are able to meet their energy requirements.

4. UNESCO should give emphasis to the effective utilization of scientific and technical personnel of developing countries in the Aid Programmes operated by it. This would help to curtail "Brain Drain" and the capabilities would be utilised in the development of developing countries.

5. There should be proper and scientific evaluation of existing aid programmes. This evaluation should clearly bring out what these programmes had aimed at and what they have actually achieved.

6. There is a wide gap in scientific research between the developing and industrialized countries. The role of UNESCO should be to take more energetic action to reduce the gap as early as possible.

7. UNESCO should increase its scientific aid to the developing countries in order to promote, *firstly*, the development of their national, scientific and technical potential and, *secondly*, the implementation and development of an indigenous system of science and technology which would meet local needs.

8. UNESCO should foster inter-communication between third world scientists.

9. Regional Offices of Science and Technology (in New Delhi and Jakarta) should be given full responsibility for follow-up

activity of CASTASIA and also undertake programmes aimed at :

- (a) closing a gap between science and technology in the region; and
- (b) organising a programme on technology transfers.

10. *Specific* funds should be earmarked for the UNESCO Project of Science and Technology Policies, Information Exchange System (SPINE).

11. The staff of Regional Offices in New Delhi and Jakarta should be expanded and strengthened by the use of "Consultants" drawn from the region for the implementation of regional programmes which should be completely decentralized from UNESCO Headquarters and entrusted to these offices.

12. For India to be effective, it is desirable to chalk out well in advance the main "thrust" it would like to give to the new General Conference to be held in October-November 1976 and the major areas in which it would participate. It will be desirable in this connection for India to decide *now* what programmes India would like to offer in 1976 General Conference by way of:

- (a) collaboration project/specific research projects ;
- (b) regional programmes;
- (c) workshops and seminars; and
- (d) training courses.

13. An analysis should be undertaken of the expenditure incurred and evaluation of programmes implemented during the last five years under the following headings :

- (a) Reduction of expenditure at Headquarters at Paris;
- (b) Decentralisation of activities and giving of greater responsibility to national commissions and regional offices ;

- (c) Programmes aimed at reducing the gap between developing and developed countries ; and
- (d) Utilization of experts from within the region.

III. Social Sciences, Humanity and Culture Sector

1. There is need for having a "balanced" and "cohesive vision" for undertaking work in a vast field with which programmes in this Sector are concerned. The different sections of this Sector are like different systems of the body: Philosophy conforming to the "nervous system", cultural development to the "circulatory system" and social studies forming the "bone structure".

2. UNESCO's concern in the field of philosophy may or may not be with the strict discipline of philosophy, but should be with its "application" and "contemporary validity" in social studies.

3. UNESCO project on the cross roads of culture, time and history should be extended when understanding of the social structures in different societies, particularly in the context of Man in his Environment and Man in his Behavioral Pattern. This project may extend itself to the understanding of different concepts of time in artistic theories and practice, particularly those prevalent in Asia, Africa and some countries of Latin America. The idea and image of time, its abstraction and concentration, could be the *focus* for UNESCO's programmes, not only for the theoretical and conceptual studies but also in its dimension of application in social structure and cultural expression.

4. There is need for reevaluating and re-defining the concept of "tradition". Tradition and modernity and tradition and contemporaneity have been posed as opposites in UNESCO's programme with an implicit assumption that the two are necessarily always in conflict. However, a closer look at what is termed as tradition would reveal that there is a thread of non-confirmism, protest, reform and change within what is known as tradition.

We should, therefore, reject the understanding of "tradition" on the basis of statistic equilibrium models and adopt the models of continuity and change for reevaluation.

5. There is need for studying civilizations outside geographical limits and understanding them on the basis of *themes, problems* etc.

6. It is necessary to redefine development and progress on the conceptual as also empirical levels because this would affect the future of humanity.

7. We should look at history as a social science and consider it as a "key" social science, the co-ordinator of all the social sciences.

8. We should evolve models which would be appropriate and suitable for social science research in Asia, Africa and Latin America.

9. There is need for decentralization of UNESCO programmes and transfer of large funds of NGOs to National Commissions and National Centres.

10. The preservation of Ajanta in India as a major monument should be recognized.

11. A Major Project on the launching of a Comparative Study of Architecture of South East Asia should be undertaken.

IV. Communication Sector

1. UNESCO should promote the co-operation of the organisations mainly concerned with the causes and effects of paper shortage with a view to formulating a World Plan of Action aimed at :

- (a) the projections of world needs for paper and newsprint for the coming decade,

- (b) research and development of additional paper resources on the basis of alternative raw materials readily available,
- (c) international voluntary co-operation between producers and consumers so as to avert the worst effects of future crisis in paper supplies and price structures through long-term market price and distribution systems,
- (d) the establishment of a World Paper Bank which would hold or identify stocks of paper available to meet urgent educational, cultural and communication needs, particularly of developing nations, and
- (e) an appeal to international and national agencies, to manufacturers and to consumers in advanced countries to collaborate in making supplies and money available to meet the most immediate high-priority needs in the developing countries suffering from the present paper crisis.

2. All present and future activities and programmes of UNESCO should be designed to implement the UN Declaration and Programme of Action concerning the new International Economic Order.

3. UNESCO should formulate programme and initiate action through other UN Agencies, where necessary, to remove the present imbalances in the Mass Media materials.

4. Specific programmes should be devised for developing countries to :

- (a) build-up independent, national news agencies and their groupings in regional agencies,
- (b) establish equitable cable tariffs, and
- (c) provide technical and other assistance for developing electronic media.

5. UNESCO should take necessary steps to ensure that assistance is made available to developing countries from the Special Fund created in terms of the New International Economic Order for :

- (a) meeting the present shortages of paper and newsprint,
- (b) helping to develop research into alternative methods of paper manufacture, and
- (c) giving technical and other assistance to build paper and newsprint industry.

6. In regard to the Declaration of Guiding Principles on the Use of Satellite Broadcasting, there is need for an international spirit of "fair play" in this field. The other alternative is that countries must agree to accept by "common consent" the legal means for systematically and effectively penalising infractions of broadcasting practices committed to the detriment of all concerned. Either way, there is *urgency* to have a system of regulation so that preventive measures do not lag behind technology.

On the question whether such a Declaration should only define the responsibilities of Member States, or it should also indicate the role of international bodies like UNESCO, in supporting the objectives of the Declaration, Indian Delegation felt that it will be desirable to indicate the role of UNESCO in the Declaration.

This Declaration, which is aimed at using mass media for strengthening peace and international understanding, should provide protection to economically weak countries which are vulnerable to what are called "information subversion".

V. General Programme Matters

1. National Commissions and Regional Offices should be given more responsibility in the matter of implementing and executing programme activities adopted at the General Conference.

2. In implementing inter-sectoral programmes relating to peace, human rights, population etc., UNESCO should act in co-operation not only with the competent agencies of the UN System but should also act in co-operation with the national institutions.

3. Quantum of funds to be allocated to different Member States under the Participation Programme should be determined on the basis of "needs" of countries, having regard to the size and population of these countries and diversity of cultures which they represent.

4. In implementing UNDP projects, for which UNESCO is the executing agency, there is a growing need for avoiding duplication in the procedures for technical examination of such projects. This should be left entirely to UNESCO experts.

5. In order to reduce expenditure on publications, UNESCO should examine the possibility of involving "publishing agencies" in Member-States directly, particularly in developing countries where the costs are less.

6. UNESCO should ensure that a sum of at least 1 per cent of expenditure under "Programme Operations and Services" be allocated for co-operation with National Commissions.

7. Increased assistance should be provided to National Commissions of developing countries for equipment and staff training.

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