

**EDUCATION**  
FOR  
International Understanding  
AND  
Co-operation

A UNESCO PROJECT FOR (SCHOOLS)



एतन्मया प्रथमं

MINISTRY OF EDUCATION  
GOVERNMENT OF INDIA

1959

Publication No. 403

PRINTED IN INDIA BY THE MANAGER, GOVERNMENT OF INDIA PRESS,  
FARIDABAD, 1959

## FOREWORD

We live in an age when man is confronted with situations of baffling complexity and urgency. Life, which for centuries had seemed to follow—at least, comparatively speaking—a smooth and somewhat predictable pattern, has been shaken to its foundations by many spectacular developments. The growth of science and technology, during the last two centuries, have given it a new orientation and created many new problems with which we have been struggling desperately. The two world wars, well within the memory of the present generation, brought many of the tendencies to a head and people began to realise that old patterns of thinking and action could no longer guide us in the world. While we were still trying to adjust ourselves to these new forces, there was that great “explosion of knowledge” which brought atomic energy and its dramatic symbol, the ‘Atom Bomb’, into the picture. It has, on the one hand, given man unlimited power and, on the other, opened out the possibility of this power being used in such a way as to bring about his total annihilation. One spectacular demonstration of what can be done with this power is the experimentation in “space travel”, which has started within a decade of the tragedy at Hiroshima. Many countries of the world are busy trying to adjust their educational systems and their science and technology to this “explosion”. The scouting for scientific talent and the allocation of tremendous resources for scientific and technical research—particularly in the field of armaments—are manifestations of this preoccupation. A preoccupation, which incidentally has assumed the shape of an unhealthy obsession in some parts of the world.

Why do I call it unhealthy? Not merely because of the application of atomic power to destructive uses but because we have missed the real meaning of this scientific revolution. We do not realize that the “explosion of knowledge”, we are so concerned about, has overflowed the boundaries of *knowledge* and entered imperiously into our everyday life, our group behaviour and our international relationships. We have been greatly impressed by the first “explosion” because it had a dramatic sequel, but from the

point of view of man's future, the other two "explosions" are equally, if not more, important—that is, in social relationship and international relationships. If the first one had not taken place, life would have continued its even tenor. But now that it has come, its impact on our group and national relationships is so profound that we cannot possibly ignore it. We have to learn to live with it or we will be devoured by forces "which we had the intelligence to create but not the wisdom to control". It is a challenge to the spirit of man to bear the emotional and ethical burden of this new responsibility and to order his personal and group life in such a way that the new knowledge and power will be used for their enrichment and the fulfilment of their unlimited promise. What the United Nations and its various agencies are trying to do—and what all men and women of goodwill are striving for—is to operate on many fronts with the object of assisting in the peaceful evolution of this new world. The special field of UNESCO, in this global effort, is the domain of education, science, culture and the mass media as they impinge on the heart and mind and conduct of man.

UNESCO has adopted a wide variety of programmes in order to mobilize these forces in the service of peace and international understanding. This brochure is concerned with explaining the genesis and development of one small but interesting pilot experiment which is being carried on as part of the global programme of UNESCO. It aims at the utilizing of educational institutions with all their resources, as an agency for this purpose. About 180 Schools and Teacher Training Institutions, spread over 41 Member States—including 13 institutions in India—are at present participating in this project. They have organized a variety of activities, projects and programmes through which students will get an opportunity to study with sympathy the life and culture of other peoples and thus develop attitudes of understanding and appreciation towards them. The resources that exist in textbooks but have not been quickened into life, the opportunities that are provided by extra-curricular activities, the general reading which a good library encourages will all be pressed into the service of this task. An attempt is also made to teach the students about the organization and activities of the United Nations and to interest them in that basic document of human freedom,

(iii)

the Declaration of Human Rights. The point of emphasis, however, is not the acquisition of knowledge but the quickening of sympathy and appreciation and actually engaging in activities which will bring the reality of this "One world" home to the students. Not only its 'one-ness' but also its fascinating variety which calls for large-hearted tolerance and mutual understanding without reservations. How this can be attempted is described in some detail in this brochure.

I have stated earlier that this is a "*small* but interesting" experiment. But the size of an experiment need not be measured only in terms of magnitude; it can more aptly be measured in terms of its significance. What is important is not the number of schools which are participating in it but the success with which effective methods are devised to cultivate attitudes of understanding in the growing adolescents at an impressionable period. The results that are gained and the techniques that are developed can be transmitted directly and indirectly to many other schools. Quality of work eventually counts in all worthwhile projects and I hope and trust that these schools—whether in India or outside—will really be able to work out methods which will make a genuine contribution to the development of attitudes of international understanding, based not only on woolly and vague 'good will' but on knowledge and enlightened appreciation of its rights and dignity of each man and all men!

K. G. SAIYIDAIN

*Educational Adviser  
to the Government of India*

NEW DELHI,

March 5, 1959

## CONTENTS

	PAGE
Foreword .. .. .	(i)-(iii)
CHAPTER I. The Concept .. .. .	1
II. The UNESCO Project .. .. .	9
III. The Project in India .. .. .	25
IV. The Project Abroad .. .. .	38
ANNEXURE I. Test of General Information .. .. .	43
II. Suggestions on drafting Tests of Information about Other Countries .. .. .	56
III. Attitude Scales for use in the Study of Other Countries .. .. .	60