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ABSTRACT

This unit on India is one of four resource units for an eleventh grade area studies course. The objectives for this unit are listed as to generalizations, skills, and attitudes. A double-page format relates objectives to pertinent content, teaching procedures and instructional materials. The materials lead pupils to make comparisons between India and China and also between India and Western Europe in terms of the economic, political, and social systems. The unit is used as a vehicle to develop a number of anthropological concepts related to the cultural problems of introducing technological change into a society. The unit calls for testing a theory of economic growth as well as a theory about which factors lead to revolutionary and which to reform movements. The introduction, concerned with the low living levels, compares the levels of living in India with those in China. Pupils are asked to do an independent study to decide if India has the geographic potential for as rapid economic growth as does China. A teacher's guide for the entire course is SO 006 320. (Author/KSM)



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Grade Eleven India Unit:

RESOURCE UNIT

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1969



OBJECTIVES

This unit should make progress toward developing the following:

GENERALIZATIONS

- Individuals know a foreign culture as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
- Perceptions are affected by people's cultural values and ideology.
- The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.
- 4. The intentional system may be looked at as a sies of power relationships.
 - a. Nations may pool their power behind common goals in varying systems of alliances and combinations.
- 5. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships among countries, expectations about how other nations will act, and domestic problems.
- Population is distributed unevenly over the earth's surface.

- a. Population distribution values and his technolo climate, topography, and an area.
- 7. Temperature is affected by from the equator, distance bodies, wind patterns, and tures which block winds frotions.
- Rainfall is affected by diies of water, air pressure direction, temperature, and tures which block winds ca
- Soil type in particular plants by the type of basic bed revegetation, erosion, wind, well as by how man treats
- 10. Man uses his physical envi of his cultural values, pe level of technology.
 - a. The significance of locupon cultural development and outside of a country
 - b. The topography of a reg limitations given a spe technology.



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is distributed unevenly orth's surface.

- a. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.
- 7. Temperature is affected by the distance from the equator, distance from warm water bodies, wind patterns, and physical features which block winds from certain directions.
- Rainfall is affected by distance from bodies of water, air pressure systems, wind direction, temperature, and physical features which block winds carrying moisture.
- 9. Soil type in particular places is affected by the type of basic bed rock, the climate vegetation, erosion, wind, and glaciers as well as by how man treats the soil.
- 10. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.
 - a. The significance of location depends upon cultural developments both within and outside of a country.
 - b. The topography of a region may present limitations given a specific level of technology.



- c. Climate sets up limitations upon man's activities, given a specific level of technology but man has learned to overcome many of the earlier 'imitations.
- d. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.
- 11. Both man and nature change the character of the earth. (Man-cuts forest, causes erosion, changes the course of rivers, transports phenomena, removes the fertility of the soil by agricultural practices or builds up the fertility by other practices, builds dams, wells, and canals for irrigation, etc.)
 - a. Biotic processes transform unconsolidated earth mantle into soil and help change the vegetational pattern.
 - b. Nature fills in seas.
- 12. Some things can be produced better in one place than another because of climate, resources, transportation routes, access to resources, access to markets,
 - a. Coal and iron are needed to produce steel which is a basic product needed in industry.

- Power for industry is ob the use of coal, oil, no water, wind, and nuclear
- Changes in birth and death important effects upon soci
 - a. Living levels do not rist put of production grows a rate than population.
- 14. Every economic system faces a lack of enough productive satisfy all human wants.
 - a. If productive resources a ployed, investment in car for future production red sacrifice in current cons
 - The larger the product relationship to the poless the hardship involved sumers in making the sinvestments) needed to given growth rate.
- 15. Although there is no correla population density and depen agriculture, non-industriali which are densely populated low levels of living.
- 16. Living levels in the U.S. ar compared to those in most co



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iron are needed to produce ch is a basic product needed ry.

- b. Power for industry is obtained from the use of coal, oil, natural gas, water, wind, and nuclear energy.
- 13. Changes in birth and death rates can have important effects upon society.
 - a. Living levels do not rise unless output of production grows at a faster rate than population.
- 14. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
 - a. If productive resources are fully employed, investment in capital goods for future production requires some sacrifice in current consumption.
 - 1) The larger the productive capacity i relationship to the population, the less the hardship involved to consumers in making the savings (and investments) needed to achieve a given growth rate.
- 15. Although there is no correlation between population density and dependency upon agriculture, non-industrialized countries which are densely populated tend to have low levels of living.
- 16. Living levels in the U.S. are very high compared to those in most countries.



- 17. At any specific time, the total economic output is affected by the quantity and quality of productive resources (natural productive resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.
 - a. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.
 - b. Labor productivity may rise both from the activities of workers themselves and from the accumulation of capital and technological and managerial advance.
 - c. The organizational structure of the total economy or of any large sector of it (such as agriculture) affects efficiency and so output.
 - Output can be increased by a more efficient combination of productive resources (by the way in which production is organized.)
 - 2) The rational use of resources calls for the use of more of those resources in large supply as a substitute for those in short supply, even if a different balance might increase output per man hour.

- 18. Economic systems differ as to he tions are resolved about what a much to produce, how it shall be duced, and who shall get what g services.
 - a. The fundamental difference be economic systems is in how a whom the basic economic decimallocation of resources are than in who owns the resources.
 - b. Economic systems are usually with both public and private and with decisions made both government and by consumers.
 - c. In a number of societies nei government nor the market sy nates the allocation of reso Such economic systems are af heavily by tradition and rec relationships which have gro the past. In all systems re relationships are combined w ket system or a command syst
- 19. A given culture is an integrate based on fundamental postulates
- 20. Conflicts in which people feel fighting for ideals are likely than those which involve only persona conflict may be fierce and aim compete annihilation or convers enemy.



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- 18, Economic systems differ as to how questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.
 - a. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made rather than in who owns the resources.
 - b. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers.
 - c. In a number of societies neither the government nor the market system dominates the allocation of resources. Such economic systems are affected heavily by tradition and reciprocal relationships which have grown up in the past. In all systems reciprocal relationships are combined with a market system or a command system or both.
- 19. A given culture is an integrated whole, based on fundamental postulates or values.
- 20. Conflicts in which people feel that they are fighting for ideals are likely to be fierce than those which involve only personal reasons. Religion conflict may be fierce and aim at the compete annihilation or conversion of the enemy.

- a. Whether or not a religious group will attempt to annihilate members of other groups or will adopt some of the beliefs of other religious groups depends upon the basic beliefs and values of the religion.
- 21. Conflict with another group (as in war) leads to the mobilization of the energies of group members and hence to increased cohesion of the group.
- 22. Struggle may bring together otherwise unrelated persons and groups. Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are involved.
- 23. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and seen as related to other issues.
- 24. Social control is enforced by social sanctions, formal and informal.
- 25. The structure of the family varies from society to society.
- 26. Societies differ in the relative number of ascribed and achieved statuses they provide and in the relative emphasis they are given.

- a. Members of a cast cannot their caste, although as system changes, there is hood of vertical mobility
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- b. Castes have a fixed relation to the other, which may in change of services and mut sibilities and obligations
- c. Those at the upper levels fication system frequently the justice of the system natural (justified by reli lity).
- 27. Although culture is always ch tain parts or elements may pe long periods of time.
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- a. Members of a cast cannot move out of their caste, although as the caste system changes, there is more likelihood of vertical mobility.
 - Members of a caste must marry within the caste.
 - 2) Members of a caste usually follow specific occupations.
- b. Castes have a fixed relationship, one to the other, which may involve exchange of services and mutual responsibilities and obligations.
- c. Those at the upper levels of a stratification system frequently rationalize the justice of the system as being natural (justified by religion or ability).
- 27. Although culture is always changing, certain parts or elements may persist over long periods of time.
 - a. Cultural traits may change as a result of diffusion.
 - Peoples who are in contact with each other are likely to borrow cultural traits from each other.
 - b. Persistence of cultural traits may result from a lack of exposure to conditions which further change or from a reluctance to change.



- Certain facets of the social structure may inhibit marked social change and innovation or at least make it difficult.
 - a) Class structure may inhibit social change because upper class members who have power will fear the loss of rights.
 - b) The division of labor and responsibility among castes produces a mutually interdependent, very stable, and slow-changing society.
- 2) Change in society is likely to occur more frequently or more readily in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.
 - a) The more a social change threatens or appears to threaten the traditional values of society, the greater the resistance to that change and the greater its attendant cost in social and personal disorganization.

- c. People change their culture if they feel a red need for change, if they are dissatisfied with present aspects of their culture.
- d. Some values are conducive to change; some make change difficult.
 - 1) Where people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."
- e. Cranges in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
 - 1) Technological change may create serious problems in a society.
 - 2) All the institutions in a society are related; because of this relationship, a change in one institution is likely to affect other institutions.
 - a) Major shifts in the economic basis of livelihood are almost always followed by significant changes in the nature of family organization and role of women.



- b) Although it is difficult to change a caste system, such systems do change as a result of economic and ideological changes.
 - The more industrialized and urbanized the society, the greater the mobility between classes.
 - (2) Changes in the educational system may affect class structure; the more widespread the system of education, the greater the mobility between classes.
- f. The greatest push to improve living levels is more likely to come from those above the bottom strata than from those at the bottom.
- g. Even when a major reorganization of society takes place (such as a revolution), not all of culture is completely modified.
 - People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.
- 28. To be successful, a person who tries to introduce technological change in-

to a country must analyze me before selecting techniques

- a. Outsiders may fail to int if they fail to fit the o the value system of the s used.
- b. Those from another cultur to induce technological of fail to communicate with of the underdeveloped cou
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to a country must analyze many factors before selecting techniques to be used.

- a. Outsiders may fail to introduce change if they fail to fit the change into the value system of the society to be used.
- b. Those from another culture who attempt to induce technological change may fail to communicate with the people of the underdeveloped country.
- c. Securing participation by the people in all phases of the innovation process gives people a chance to develop a feeling or need for it and enables them to work out adjustments in their own way.
- d. It helps if someone with great authority and prestige can be induced to be first in adopting an innovation.
- e. Change is more likely to occur if it is enforced; that is if sanctions are applied to people one desires to change, providing a need for change which people do not feel spontaneously.
- f. Ill-considered attempts to introduce change may backfire and arouse resistance to future attempts at change.



- 29. An individual brought up in one culture and then thrust into another (or returning from another), faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.
- 30. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.
- 31. Political revolutions are usually the result of multiple causes.
- 32. Political scientists have long assumed that there are social conditions which a society must meet before it can make a go of democracy; they hardly agree on what they are, but most suggest common values, a communication system, a stable society, a minimum economic well-being. Although literacy no longer appears to be indispensible, there is a need for a communication system of some sort.
 - a. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the fors of political competition.

- b. Obstacles to communic the belief that other siders and/or enemies
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- c. Effective political c pends both on technol on the skills of the
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- d. Freedom is to a great ly determined; the in be taught what the op one goes about exercise he should exercise th
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cracy does not bear up well in eties in which basic dissatisions with the social and economastitutions prevail and become
fo s of political competition.

- b. Obstacles to communication may create the belief that other peoples are outsiders and/or enemies.
 - 1) Obstacles to communication may be social as well as geographic.
- c. Effective political communication depends both on technological skills and on the skills of the population.
 - Effective political communication depends in part upon the skills of the population (literacy or at least a common language).
- d. Freedom is to a great extent culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.
- 33. Ideologies are important for the structure they give to the political system,

the answers they give to ambiguous situations, and the cues for responses they suggest.

34. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.



- 35. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilenmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions.
- 36. Government action may create the conditions for the enjoyment of freedom and, basically, it may create the conditions or order and stability without which the freedom means nothing; it may also curb non-governmental menaces to freedom.
- 37. Political power is unevenly distributed through a population.
 - a. The unequal distribution of political power reflects the basic unequal distribution of resources, skills, and motivation in the society.
 - b. The unequal distribution of power reflects the fact of political organization; individuals join into aggregates to increase their political power by joining it with others.
- 38. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

- 39. Political decision-making is many factors: permissability resources, available time, a formation, and previous comm
 - a. The decision-maker reacts from other decision-maker lic opinion.
 - b. The institutions of gover tute the arenas or the st in which the authoritativ of the political process thus affect those decision
- 40. The leadership of any group maintain group cohesion and organize its strategies and tellectual leadership.
 - a. The type of leader differ ent situations.
- 41. The separation of powers is and does produce institution and delay more often than the tary system does.
- 42. The political importance of depends largely on whether or responsibility for declaring other two branches unconstitutions.
- 43. Federalism pays greater homa tary systems to local differ autonomy, but it also pays t



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- 39. Political decision-making is limited by many factors: permissability, available resources, available time, available information, and previous commitments.
 - a. The decision-maker reacts to pressures from other decision-makers and to public opinion.
 - b. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process are made; they thus affect those decisions.
- 40. The leadership of any group must try to maintain group cohesion and must also organize its strategies and provide intellectual leadership.
 - a. The type of leader differs in different situations.
- 41. The separation of powers is intended to and does produce institutional deadlock and delay more often than the parliamentary system does.
- 42. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.
- 43. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater



price in inconsistency and diversity.

- 44. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society, on the sovernment structure, and on the electoral system.
- 45. One-party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of inter-party competition.

SKILLS

- 1. Attacks problems in a rational manner.
 - a. Identifies and defines problems.
 - b. Considers the relevance of each of the social science disciplines and uses the types of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.
 - c. Identifies value conflicts.
 - d. Considers possible hypotheses and/or alternative courses of action.
 - Considers alternative courses of action.
 - 2) Sets up hypotheses.

- 2. Locates information effici
 - Locates information by dex in books.
 - b. Uses <u>Reader's Guide</u> to mation.
 - c. Uses reference books su and encyclopedias.
- 3. Is effective in gathering
 - a. Reads for main ideas.
 - b. Draws inferences from t and other charts.
- 4. Uses effective geographic
 - a. Uses the atlas index to
 - b. Compares areas with kno
 - c. Draws inferences from a a number of map pattern area.
- 5. Has a well-developed time
 - a. Looks for relationships within one country and wide time framework.
- Evaluates information and formation.



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2. Locates information efficiently.

- a. Locates information by using the index in books.
- b. Uses <u>Reader's Guide</u> to locate information.
- Uses reference books such as almanacs and encyclopedias.

3. Is effective in gathering information.

- a. Reads for main ideas.
- b. Draws inferences from tables, graphs, and other charts.

4. Uses effective geographic skills.

- a. Uses the atlas index to locate places.
- b. Compares areas with known areas.
- c. Draws inferences from a comparison of a number of map patterns of the same area.

5. Has a well-developed time sense.

- a. Looks for relationships among events within one country and within a worldwide time framework.
- Evaluates information and sources of information.

- a. Identifies assumptions.
- b. Distinguishes fact, enterence, and value judgments.
- c. Distinguishes differences in difficulty of proof.
- d. Checks on the completeness of data.
- e. Checks on the bias and competency of authors.
- f. Looks for points of agreement and disagreement among sources of information.
- 7. Organizes and analyzes information and draws conclusions.
 - a. Applies concepts and generalizations to new data.
 - b. Tests hypotheses against data.
 - .c. Generalizes from data.
 - d. Revises generalizations in the light of new data.
 - e. Considers possible consequences of alternative courses of action.

ATTITUDINAL BEHAVIORS

. Is curious about social data.

- Is committed to the free ex social attitudes and data. actively for different point
- 3. Values objectivity and desing his values from affecting his tion of evidence, although the important role of value cess of making decisions abwhich demand action.
- Respects evidence soon when prejudices and preconception
- Is sceptical of conventional demands that widely held an tions be judged in accordant dards of empirical validations
- Is sceptical of the finalit considers generalizations a tentative, always subject t the light of new evidence.
- Evaluates information and s formation before accepting generalizations.
- 8. Values knowledge for the sa as a means of helping man u world in which he lives.
- Believes that the social so tribute to men's welfare by formation and explanatory g which help them achieve the



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IORS

bout social data.

- 2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view.
- 3. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in the process of making decisions about problems which demand action.
- 4. Respects evidence aron when 15 and radicts prejudices and preconceptions.
- 5. Is sceptical of conventional truths and demands that widely held and popular notions be judged in accordance with standards of empirical validation.
- 6. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.
- 7. Evaluates information and sources of information before accepting evidence and generalizations.
- 8. Values knowledge for the sake of knowledge, as a means of helping man understand the world in which he lives.
- 9. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.



- 10. Is sceptical of theories of single causation and is equally sceptical of panaceas.
- 11. Appreciates and respects the cultural contributions of other countries, races, and religions.
- 12. Has a sense of responsibility for taking informed action about problems confronting the nation.
- 13. Evaluates conditions on the basis of their effects upon individuals as human beings.



OBJECTIVES

OUTLINE OF CONTENT

- G. Individuals know a foreign culture as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.
- A. IS CURIOUS ABOUT SOCIAL DATA.

- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
- G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.
- G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.
- A. India has the second largest pany country in the world, altheses than one-half the size of it should turn to communism, twould be faced with a tremendo prestige, potential manpower, economic power.

1. India's future is important to t

the free world.



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BOUT SOCIAL DATA.

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es not bear up well in which basic dissatis has the social and economons prevail and become political competition.

a community of interbuntries. Important hapone part of the world oparts. A. India has the second largest population of any country in the world, although it is less than one-half the size of the U.S. If it should turn to communism, the free world would be faced with a tremendous loss of prestige, potential manpower, and potential economic power.



MATERIA

- Do one of the following to introduce the unit on India.
 - a. Give pupils an attitudes test on India. Have them discuss class results briefly, noting differences in opinion. Then tell class something about American attitudes toward India as described in Issacs' Images of Compare these attitudes toward India with the attitudes Issacs found about China. Discuss: Why do you think Americans were more favorable toward China? Note date of Isaacs' study and discuss: Do you think a similar study today would reveal the same results? Why or why not? Discuss the author's comment that "Ignorance leads to many of the misconceptions held."

Isaacs, Im

- b. Give pupils a word association test for the word "India." Then discuss the different words which pupils associate with this country.
- 2. Point out that some people associate the words famine and poverty with India. Show pictures of famine in India. Have pupils read a brief account of a recent famine. Quote other brief descriptions. Discuss: Why is the Indian government concerned about famines? Why should in recent we be concerned? (Focus upon both political and humane considerations.)

Bourke-Whil Freedom, d Use Reader articles a



TEACHING PROCEDURES

MATERIALS

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Isaacs, Images of Asia.

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that some people associate the words famine with India. Show pictures of famine in e pupils read a brief account of a recent famother brief descriptions. Discuss: Why is government concerned about famines? Why should in recent years. erned? (Focus upon both political and humane ons.)

Bourke-White, Halfway to Freedom, op. 135, Ch. 16. Use Reader's Guide for articles about famines



S. <u>Sets</u> up hypotheses.

G. Living levels do not rise unless output of production grows at a faster rate than population.

S. Compares areas with known areas.



- 3. Also ask: Suppose you lived in India, where there has been recurring starvation and semi-starvation for hundreds of years. What kinds of religious beliefs do you think you would hold? (toward this life? towards a possible life after death? etc.) Have pupils set up hypotheses to check later. (!f pupils refer only to Buddhism, remind them that Buddhism is not the dominant religion in India.)
- 4. Place on the chalkboard figures for India's population in 1947 (est. 345 Million) when India became independent. Now add the most recent estimates (or estimate of 434.8 million in 1961). Have pupils figure out the total increase in population in these years. Compare this increase with the population of the U.S. Compare India's present population with the combined population of the U.S. and the U.S.S.R. Compare with the population of Western Europe and with China. Quote statistics in Fersh on the increase in population in India in one day or one week.

See p. 8 of Lentinent of Indion world populalso McClellar pp. 46-46; Fersh, India: Transition, p. rent History,

Read aloud several predictions about what the population of India will be in a few years and the growth each year. Discuss: What problems does this great growth pose for India?

5. Have pupils examine an equal-area map of the world. Ask: How does India compare in size with the U.S.? Western Europe? the U.S.S.R.? China?

Equal-area map

Have a pupil look up number of square miles in India and Almanac. these other areas and make graphs to show the comparisons.



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ag starvation and semi-starvation for hunis. What kinds of religious beliefs do you
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See p.8 of Lengyel, Sub-Continent of India for graph on world populations. See also McClellan ed., India, pp. 46-46; Fersh, India: Tradition in Transition, p. 236; Current History, Mch., 1963.

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Equal-area map of world.

look up number of square miles in India and areas and make graphs to show the comparisons.

Almanac.



-5-

S. Applies previously-learned concepts and generalizations to new data.

G. Democracy does not bear up well in societies in which basic dissatis- - factions with the social and economic institutions prevail and become the focus of political competition.

A. HAS A SENSE OF RESPONSIBILITY FOR TAKING INFORMED ACTION ABOUT PROBLEMBS CONFRONTING THE NATION.



- 6. Now have pupils think once more of comparisons in population and size between India and the U.S., and between India and China. Discuss: Do you think India's large population would be more of a handicap or advantage to India? Why? Do we have any reason to worry about what happens to a country with such a large population?
- 7. Now give pupils a series of figures (using chalkboard) to illustrate poverty in India. e.g. life expectancy compared with U.S., infant mortality rate compared with U.S., income per capita, average farm income, etc., no. of beggars according to census figures, av. size of farms as compared to football field, no. of people living (cooking and sleeping) in streets of cities, epidemic figures for recent years; no. of doctors and dentists per 100,000 people, etc. Show class the world consumption of daily calories per capita in different countries. Ask: How does India rank as compared other countries? Discuss: Do you think people in is country should be at all concerned about this poverty? Should we help with economic aid?

Use as currel ble. For old McClellan, el 48, 51, 148-India Agains (av. income) Global Hist. Statistical India and S. Wilcox, et.a the World To GNP per capi Lamb, India, sition, p. 2 Conf. Bd. Ro on Calorie C 1962. Meyer Geog. in Wor (map of diet in world).

- 8. Do one of the following:
 - a. Discuss: On the basis of your present knowledge, why do you think India is important to us? Show pupils a world map and see if they can add to any points already made.



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Use as current data as poss.. ble. For older data, see: McClellan, ed., <u>India</u>, pp. 46 48, 51, 148-149. Berkowitz, <u>India Against Time</u>, p. 35 (av. income). Stavrianos, Global Hist., p. 547. Statistical Yearbook. Fersh. india and S. Asia, p. 101. Wilcox, et.al., Economies of the World Today (tables on GNP per capita) pp. 16-20. Lamb, India, A World In Transition, p. 264. Nat'l. Ind. Conf. [3. Road Map of Industry on Calorie Consumption, Jan. 28 1962. Meyer and Streitelmeier, Geog. in World Society, p. 345 (map of dietary deficiencies in world).

following:

the basis of your present knowledge, why k India is important to us? Show pupils and see if they can add to any points al-



- G. The international system may be looked at as a series of power relationships.
- B. Underdeveloped countries, es and Africa, are watching the which China and India try to of living; if India proves 1 may well lead to communist g tries of the world.
- S. Considers possible hypotheses and/ or alternative courses of action.
- S. Identifies value conflicts.
- S. Identifies assumptions.
- S. Considers the relevance of each of the social science disciplines and uses the types of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.



onal system may be a series of power B. Underdeveloped countries, especially in Asia and Africa, are watching the success with which China and India try to raise their level of living; if India proves less successful, it may well lead to communist gains in other countries of the world.

sible hypotheses and/ e courses of action.

alue conflicts.

sumptions.

relevance of each of ience disciplines and is of questions asked and concepts used in the iplines to help him an-

- b. Read Lenin's comment that "The Road to Paris lies through Peking and Calcutta." Discuss.
- c. Prepare a bulletin board showing the importance of India to the free world or showing some current world problem related to India.
- d. Read aloud or have pupils read a current news article on how India affects world affairs or the U.S.
- 9. Read aloud or have pupils read sections of Senator John Kennedy's remarks about the importance of India. Be sure to discuss his comments about the danger facing the free world if China should continue to improve its economic conditions faster than India does. Have pupils note date of speech and suggest they try to find out during unit whether the trend Kennedy noted has continued or whether India has caught up with Red China.

Stavrianos, World Historians Also see tarate in 195 countries in Economies do p. 20 and treal income

- 10. Tell pupils briefly about India's policy of nonalignment, about our problems with India and Pakistan over the Kashmir dispute, and about the Indian-Chinese border dispute. Discuss: What possible alternatives can you think of right now for dealing with India? What value conflicts do we face in our relations with India?
- 11. Read aloud conflicting viewpoints on giving U.S. aid to India and on other policies we should follow in our dealings with India. Discuss: What goals do these people
 hold as they suggest these policies? What assumptions are
 they making? Have pupils try to define their own goals
 for our relations with India. Have them suggest other
 policy alternatives than those already quoted. Ask pupils
 to list kinds of information they think they need before



-8-

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Stavrianos, ed., Readings in World History, pp. 631-33.
Also see table on Ec. growth rate in 1950's of a no. of countries in Wilcox, et.al., Economies of the World Today, p. 20 and table of changes in real income in Wilcox, p. 22.

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- A. VALUES KNOWLEDGE FOR THE SAKE OF KNOWLEDGE, AS A MEANS OF HELPING MAN UNDERSTAND THE WORLD IN WHICH HE LIVES.
- A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN THE PROCESS OF MAKING DE-CISIONS ABOUT PROBLEMS WHICH DEMAND ACTION.
- A: IS COMMITTED TO THE FREE EXAMINA-TION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
- G. Perceptions are affected by people's cultural values and ideology.
- A. HAS A SENSE OF RESPONSIBILITY FOR TAKING INFORMED ACTION ABOUT PROBLEMS CONFRONTING THE NATION.
- G. Cultural traits may change as a result of diffusion.
- A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES AND RELIGIONS.

C. U.S. citizens and citizens of same things differently becaus ferent cultural backgrounds.

D. Other countries have borrowed of both material and nonmaterial in the past and may born the future.



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are affected by people's ues and ideology.

OF RESPONSIBILITY FOR MED ACTION ABOUT PROB-TING THE NATION.

its may change as a refusion.

ND RESPECTS THE CULTURAL NS OF OTHER COUNTRIES,

D. Other countries have borrowed much in the way of both material and nonmaterial culture from India in the past and may borrow much more in the future.

coming to any conclusions about which policies U.S. should follow. What help can they get from the different social sciences? What kinds of questions would these social scientists ask about India? What other reasons do pupils have for studying India?

12. Point out that as pupils study India they may be shocked at times by what they consider unhygienic conditions and dirt. To show that in part their reaction will be a cultural one, read aloud a quotation about the Indian reaction to "dirty" Americans.

Zinkin, India C pp. 144-145.

13. Show tables from a study of Indiancollege student attitudes toward the U.S. concerning which aspects of Western culture they like and dislike. Remind pupils that
Indians view our culture through their cultural values
and perceptions and we tend to do same as we view their
culture. Suggest that pupils try to see how Indians
view their culture and try to find out why they react
as they do to Western culture.

Cormack, She Who Peacock, pp.

14. fell pupils that India produced the man whom some have called the greatest religious and political leader of the world in this century -- Mr. Gandhi. fell pupils a few brief stories about him to arouse pupil interest. Ask:

Oo you see any way in which his ideas may have affected social and political events in this country? (Relate to ideas of pon-violence.)



-10-

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Cormack, She Who Pides a Peacock, pp.

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-11-

A. IS CURIOUS ABOUT SOCIAL DATA.



-12-

- 15. Read aloud a quotation from some authority on India on some kinds of things which other countries have borrowed from India in the past (material and non-material) and "ways in which he thinks U.S. and Western Europe might learn from India in the future.
- 16. Display books on India (on a table or on the chalkboard railing). Or prepare a bulletin board display of book jackets of new books. Give pupils an annotated list of some of the books which they might like to read about India.

See biblic



-12-

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See biblicgraphy.



11. Man uses his physical environment in terms of his cultural values, perc and level of technology.

Note: If the class has studied the other three units of the course, they so be able at this time to be quite independent in applying generalizat that they have learned earlier to the study of the geography of Indi Therefore, a different approach is used in this section of the unit that found in earlier units. It is recommended for use unless this is taken out of order in the course. If the unit is taught out of d the teacher may wish to use somewhat the same kinds of procedures su for earlier units in developing this section of the unit.

Since the approach used in this part of the unit calls for independently focused upon just one question, the procedures to be used are scribed first. The general content and the generalizations be be apparently placed on the pages following the procedures. The major activity listed first should help develop a series of skills which are listed the left-hand column.

Skills Objectives for Part II of This Unit

- S. Locates information by using the index in books.
- S. Uses reference books such as almanecs and encyclopedias.
- S. Uses Reader's Guide to locate information.
- S. Uses the atlas index to locate places.
- S. Draws inferences from a comparison of a number of map patterns of the same area.

Activities for Part II of This Unit

I. Have students work individually prepare written papers presenting about the following question: Of features of India, does India hat to raise its levels of living as rapidly than Communist China has come an important industrial nathold a brief discussion.)

Pupils should use books, pamphle such as those suggested in the balso have students use atlases, acs, and encyclopedias. They shader's Guide to locate current



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r's Guide to locate infor-

tlas index to locate

rences from a comparison r of map patterns of the

I. Have students work individually or in groups to prepare written papers presenting their conclusions about the following question: Given the physical features of India, does India have the potential to raise its levels of living as rapidly or more rapidly than Communist China has done and to become an important industrial nation? (Perhaps hold a brief discussion.)

Pupils should use books, pamphlets, and articles such as those suggested in the bibliography. Also have students use atlases, wall maps, almanacs, and encyclopedias. They should use the Reader's Guide to locate current information.



- S. Sets up hypotheses.
- S. Draws inferences from tables, graphs, and other charts.
- S. Checks on the completeness of data.
- S. Checks on the bias and competency of authors.

-14-

Call attention of the class to India and Pakistan were divide both achieved their independen Have pupils locate each on a p fore they begin work.

Before pupils begin work, you brief discussion in which they tors and topics which they nee to answer the question. In clable students, you may wish to cussion. Instead, you could maked as as pupils work, asking quegestions as needed.

- Perhaps intersperse one or mor during the days when pupils ar papers.
 - a. Show the film The Ganges Ri route and history of the ri in the Himalayas to its mou Bengal. (This 2-reel film McGraw-Hill.)
 - b. Have pupils read description
 season and what it means to tures. (See Fersh, India a 14; Life, Sept. 8. 1961, pi

Now have pupils read (or you m description of the effect of f See Nair, <u>Blossoms</u> he Dust



otheses.

ences from tables, other charts.

ne completeness of data.

he bias and competency

-14-

Call attention of the class to the fact that India and Pakistan were divided at the time. both achieved their independence from Britain. Have pupils locate each on a political map before they begin work.

Before pupils begin work, you may wish to hold a brief discussion in which they identify the factors and topics which they need to investigate, to answer the question. In classes of very capable students, you may wish to omit such a discussion. Instead, you could move around the class as pupils work, asking questions and making suggestions as needed.

- Perhaps intersperse one or more of these activities during the days when pupils are working on their papers.
 - a. Show the film The Ganges River which shows the route and history of the river from its source in the Himalayas to its mouth in the Bay of Bengal. (This 2-reel film is distributed by McGraw-Hill.)
 - b. Have pupils read descriptions of the monsoon season and what it means to India. Show pictures. (See Fersh, India and S. Asia, pp. 13-14; Life, Sept. 8. 1961, pictures.)

Now have pupils read (or you might read aloud) a description of the effect of floods on farmers. See Nair, Blossoms in the Dust, pp. 70-72.



A. India's location has influenced

- G. Temperature is affected by the distance from the equator, distance from warm water bodies, wind patterns, and physical features which block winds from certain directions.
- G. Rainfall is affected by distance from bodies of water, air pressure systems, wind direction, temperature, and physical features which block winds carrying moisture.
 - G. Temperature is affected by the dis-B. tance from the equator, distance from warm water bodies, wind patterns, and physical features which block winds from certain directions.
- G. Rainfall is affected by distance from bodies of water, air pressure systems, wind direction, temperature, and physical features which block winds carrying moisture.
- G. The topography of a region may present limitations given a specific level of technology.

- India's location in relation has combined with other feat of India an extremely hot cl
- India's location in relation systems and large bodies of the monsoons an important in life of the people.
- India's topography has been imp number of reasons; however, man overcome some of the limitation lim by this topography earlier
- The high mountains to the no mountains to the west and ea have affected rainfall patte
- The high mountains to the no the cold winds from the cent
- The high mountains to the no source for year-round water northern rivers.
- 4. The terrain of the plateau remost of the rivers unnavigable The rivers have provided sout irrigation in India.
- The large plains area has mad an extensive railroad system the continent.



-15-

A. India's location has influenced its climate.

e is affected by the disthe equator, distance oter bodies, wind patterns, l features which block certain directi**o**ns.

affected by distance of water, air pressure hd direction, temperanysical features whi**ch** carrying moisture.

- India's location in relationship to the equator has combined with other features to give most of India an extremely hot climate.
- India's location in relationship to pressure systems and large bodies of water have made the monsoons an important influence in the ilife of the people.

the equator, distance ater bodies, wind patterns, I features which block ertain directions.

affected by distance of water, air pressure ad direction, temperalysical features which carrying moisture.

ohy of a region may pregions given a specific thno logy.

- is affected by the dis-B. India's topography has been important for a number of reasons; however, man has learned to overcome some of the limitations placed upon him by this topography earlier in history.
 - The high mountains to the north and the lower mountains to the west and east of the plateau have affected rainfall patterns.
 - 2. The high mountains to the north have cut off the cold winds from the central Asian plains.
 - 3. The high mountains to the north have been a source for year-round water supplies on the northern rivers.
 - 4. The terrain of the plateau region has made most of the rivers unnavigable in this area. The rivers have provided sources for extensive irrigation in India.
 - The large plains area has made it easy to build an extensive rail oad system in this part of the continent.



- G. Soil type in particular places is affected by the type of basic bed rock, the climate, vegetation, erosion, wind, and glaciers as well as by how man treats the soil.
- G. Biotic processes transform unconsolidated earth mantle into soil and help change the vegetational pattern.
- G. Nature fills in seas.
- G. Man changes the character of the earth.
- G. Types of agriculture in a region de- D. pend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.
- G. Climate sets up limitations upon man's activities, given a specific level of technology but man has learned to overcome many of the earlier limitations.
- G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technolorgy.

-16-

C. Soil has been affected by a num soil quality varies from one pa another.

- D. Types of agriculture in a regio nation's cultural values, perce nology as well as upon climate,
 - Indian crops vary greatly de climate, topography, and soi
 - The climate has made possibly year in parts of India when has been sufficient.
 - India's agriculture has been by the lack of water when th come. Some parts of India a much agriculture even in goo
 - 4. India has developed a vast s and is building more dams, d water reservoirs to overcome lems of lack of water at cer year or in certain parts of



-16-

in particular places is y the type of basic bed limate, vegetation, ind, and glaciers as how man treats the soil.

C. Soil has been affected by a number of factors; soil quality varies from one part of India to another.

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s in seas.

the character of the

ian's cultural values, s, and technology as well mate, soils, and topog-

is up limitations upon vities, given a specific Echnology but man has overcome many of the hitations.

is physical environment his cultural values, s, and level of technol-

- priculture in a region de- D. Types of agriculture in a region depend upon a nation's cultural values, perceptions, and technology as well as upon climate, soils and relief.
 - 1. Indian crops vary greatly depending upon the climate, topography, and soil.
 - 2. The climate has made possible several crops a year in parts of India when the water supply has been sufficient.
 - India's agriculture has been affected adversely by the lack of water when the monsoons fail to come. Some parts of India are too dry for much agriculture even in good monsoon years.
 - 4. India has developed a vast system of irrigation and is building more dams, deep wells, and water reservoirs to overcome some of the problems of lack of water at certain times of the year or in certain parts of the country.



- G. Coal and iron are needed to produce steel which is a basic product needed in industry.
- G. Power for industry is obtained from the use of coal, oil, natural gas, water, wind, and nuclear energy.

- G. Some things can be produced better in one place than another because of climate, resources, transportation routes, access to resources, access to markets, etc.
- G. The world is a community of interdependent countries.
- G. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.
- G. Population is distributed unevenly over the earth's surface.

- -17-
 - India is introducing some new proved seeds in many villages
- E. India has fairly rich resources growth.
 - India is fairly rich in mines has not developed them to any
 - India has a vast potential of
 - India lacks enough trees to p cooking fuel; therefore, catt used for fuel rather than for tion.
- F. The division of the Indian sub-c two countries has created no perlems.
 - Each country lacks something by the other.
 - Serious disputes have arisen bution of water on the rivers
- G. The population distribution is rainfall and irrigation patterns largely a country of villages wi large cities.)
 - One-third of the population six per cent of the land area



-17-

- 5. India is introducing some new crops and improved seeds in many villages.
- ron are needed to prowhich is a basic prodin industry.
- ndustry is obtained from coal, oil, natural gas, and nuclear energy.
- E. India has fairly rich resources for industrial growth.
 - l. India is fairly rich in mineral resources, but has not developed them to any great extent.
 - 2. India has a vast potential of water resources.
 - 3. India lacks enough trees to provide cheap cooking fuel; therefore, cattle dung has been used for fuel rather than for much fertilization.
- e than another because resources, transporta-, access to resources, arkets, etc.
- s a community of interountries.
- F. The division of the Indian sub-continent is two countries has created no grous economic problems.
 - 1. Each country lacks something which is provided by the other.
 - 2. Serious disputes have arisen over the distribution of water on the rivers.
- G. The population distribution is closely related to rainfall and irrigation patterns. (India is largely a country of villages with only a few large cities.)
 - 1. One-third of the population is crowded into six per cent of the land area.
- distribution reflects, s and his technology climate, topography, es of an area.
- is distributed unevenly rth's surface.



-18-

- 2. Population densities in the Garange from 1000 to 2500 per s
- rest in small villages; however population is growing about twas is the village population.
 - 4. Cities have very large populat the city of Delhi, for example mated density of 136,000 people mile or about twice that of Ma
- G. Changes in birth and death rates can have important effects upon society.
- A. RESPECTS LYIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRE-CONCEPTIONS.
- G. Output must increase more rapidly than population if living levels are to rise.
- H. India's growth in population is vear as a result of its large bas death rate rather than an extreme rate.
- India has already developed cons of certain types, but it lags bel tries and its rate of growth is not increasing rapidly enough as population increases to produce r levels of living as yet.



-18-

- 2. Population densities in the Gangetic Valley range from 1000 to 2500 per square mile.
- About 93 million Indians live in cities, the rest in small villages; however, the urban population is growing about twice as fast now as is the village population.
 - 4. Cities have very large population densities; the city of Delhi, for example, has an estimated density of 136,000 people per square mile or about twice that of Manhattan Island.
- H. India's growth in population is very large each year as a result of its large base and a falling death rate rather than an extremely high birth rate.
- IDENCE EVEN WHEN IT PREJUDICES AND PRE-

birth and death rates

portant effects upon

- increase more rapidly tion if living levels
- 1. India has already developed considerable industry of certain types, but it lags behind many countries and its rate of growth is low; growth is not increasing rapidly enough as compared to population increases to produce much increase in levels of living as yet.



OBJECTIVES

-19-OUTLINE OF CONTENT

- A. IS CURIOUS ABOUT SOCIAL DATA.
- .111. Although culture is always chain or elements may persist over lo
- A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.
- A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE: CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.
- G. Cultural traits may change through a process of diffusion. (People who are in contact with each other are likely to borrow cultural traits from each other.)
- A. APPRECIATES AND RESPECTS THE CUL-TURAL CONTRIBUTIONS OF OTHER COUN-TRIES, RACES, AND RELIGIONS.
 - G. Cultural traits may change through a process of diffusion.

- A. India has a rich cultural hi current economic underdevelo tion helps create national n
 - 1. The sub-continent of Indifour major sites of the a of civilization; its civilization that in Mesopotamia an advanced urban life.

- India is noted for its ar the development of religion
- India has been noted for matics and some phases of



-19-OUTLINE OF CONTENT

ABOUT SOCIAL DATA.

.III. Although culture is always changing, certain parts or elements may persist over long periods of time.

INFORMATION AND SOURCES TION BEFORE ACCEPTING ND GENERALIZATIONS.

AL OF THE FINALITY OF CONSIDERS GENERALIZA-THEORIES AS TENTATIVE, JECT TO CHANGE IN THE EW EVIDENCE.

raits may change through of diffusion. (People contact with each other to borrow cultural m each other.)

S AND RESPECTS THE CUL-RIBUTIONS OF OTHER COUN-ES, AND RELIGIONS.

craits may change through of diffusion.

- A. India has a rich cultural history despite its current economic underdevelopment; this tradition helps create national pride.
 - 1. The sub-continent of India was one of the four major sites of the early development of civilization; its civilization borrowed from that in Mesopotamia and then developed an advanced urban life.

- 2. India is noted for its art, literature, and the development of religion.
- 3. India has been noted for its work in mathematics and some phases of science.



TEACHING PROCEDURES

MATERIALS

- Provide pupils with a list of possible student activities on the rest of the unit; have pupils add to this list. Then have each pupil list his first three choices for activities and turn in his list. Make assignments with a tentative schedule the next day.
- 2. Perhaps have several pupils read the Emergence of Civilization case study on the Indus Valley plus some additional material on the ancient river valley civilization and problems faced by archeologists in studying this civilization. The pupils should emphasize diffusion of culture from Mesopotamia and to the invading Aryans as well as elements of culture which seem to have persisted in India. They should present their information to the class either in writing or in an oral presentation.

Ellison, C Emergence Enigmatic dus Valley Pageant of ch. 2; Spe History; F ch. 4.

- 3. A pupil might give a report on "India: A Rich Cultural Past." He should project pictures to illustrate achievements in art and architecture and should point out relationship of religion to these art forms.
- Spencer,
- 4. A pupil interested in math or science might prepare a chart showing Indian contributions to fath (including modern statistics) and science.

Spencer, <u>1</u> pp. 49-54



DURES

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Ellison, Case Studies in the Emergence of Civilization, An Enigmatic Civilization, the Indus Valley. See also Sen, Pageant of India's History, ch. 2; Spear, India, a Modern History; Fairservis, India, ch. 4.

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Spencer, Made in India.

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Spencer, Made in India, pp. 49-54.



- A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.
- A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

- G. The significance of location depends upon cultural developments both within and outside of a country.
- G. Culture traits may change through a process of diffusion.
- G. People who are in contact with each other are likely to borrow cultural traits from each other.
- S. Sets up hypotheses.
- G. Culture traits may change through a process of diffusion.
- G. People who are in contact with each other are likely to borrow cultural traits from each other.

- 4. India was once one of the in the world; Western Euro with it to obtain its spic and its world famed cotton
- B. India's location between the on large bodies of water has I trade purposes and for culture diffusion of its culture to o However, the significance of depended upon the culture of the east and west of India.
 - India's physical features considerable barrier to in through the passes to the
 - 2. Nevertheless, India was su of invasions of people who Such invasions resulted in fusion and helped contributoriety of peoples, langua



ORMATION AND SOURCES N BEFORE ACCEPTING GENERALIZATIONS.

OF THE FINALITY OF NSIDERS GENERALIZA-ORIES AS TENTATIVE, T TO CHANGE IN THE EVIDENCE.

- 4. India was once one of the richest countries in the world; Western Europe wished to trade with it to obtain its spices, gold and silver, and its world famed cotton cloth.
- B. India's location between the east and west and on large bodies of water has been important for trade purposes and for cultural borrowing and diffusion of its culture to other countries. However, the significance of this location has depended upon the culture of other peoples to the east and west of India.
 - India's physical features have provided a considerable barrier to invasion except through the passes to the northwest.
 - Nevertheless, India was subjected to a number of invasions of people who came to settle. Such invasions resulted in much cultural diffusion and helped contribute to the great variety of peoples, languages, and religions.

- ance of location deultural developments and outside of a coun-
- ts may change through diffusion.
- re in contact with re likely to borrow its from each other.
- heses.
- s may change through diffusion.
- re in contact with re ''6 ly to borrow terro

5. A pupil might prepare a chart showing the goods which Western Europe wanted from India when Europeans began seek trade routes to India. He should describe briefly the reasons for this desire for trade.

See World hi and Spear, <u>I</u>

6. Have pupils examine a physical-political map of the Indian sub-continent in relation to all of its neighbors. Have poolls note the location of the cultures they have studied parlier. Then have them note the relative location of the Indian sub-continent to these other cultures. Ask: What significance do you think its location in relation to these other cultures may have had upon its history? How easy would it have been to invade India? How do you think invaders would have come during India's early history?

Physical-pol sub-continen neighbors.

7. Have a group of students prepare a bulletin board on the invasions and empires established in India by the invading conquerors. They should include a map showing the extent of the different empires. They should also prepare a chart showing how each invading group affected life in India. (e.g. effects upon population composition)

1.

Spencer, Mad Lamb, India, sition, chs. Sen, Pageant tory. Ewing World, pp. 1



prepare a chart showing the goods which be wanted from India when Europeans began routes to India. He should describe briefas for this desire for trade.

See World history textbooks and Spear, <u>India</u>.

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Spencer, Made in India.
Lamb, India, a World in Transition, chs. 3-4.
Sen, Pageant of India's History.
Ewing, Our Widening
World, pp. 142-167.



- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- S. Tests hypotheses against data.
- S. Sets up hypotheses.
- G. Obstacles to communication may be social as well as geographic.
- G. Obstacles to communication may create the belief that other peoples are outsiders and/or enemies.
- G. Political scientists have assumed that there are social conditions which a society must meet before it can "make a go" of democracy; they hardly agree on what they are, but most suggest common values, a communication system, stable society, and a minimum economic well-being.
- S. Looks for relationships among events within one country and within a world-wide time framework.

- C. Traditional aspects of Indian c still important today despite like all cultures, Indian cultu ing.
 - Although India's population representatives of the three there has been much intermix color, however, has been one to discrimination.
 - People in India speak nearly different languages; these I dialects grew up in part be ent invasions and in part be relative isolation of many p particularly in ancient time



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elationships among events country and within a time framework.

- C. Traditional aspects of Indian culture are still important today despite the fact that like all cultures, Indian culture is changing.
 - 1. Although India's population is made up of representatives of the three main races, there has been much intermixture. Skin color, however, has been one factor leading to discrimination.
 - 2. People in India speak nearly two hundred different languages; these languages and dialects grew up in part because of different invasions and in part because of the relative isolation of many parts of India, particularly in ancient times.



languages, religion, social stratification, etc.) Have the group explain the bulletin board to the class. Be sure that they explain the term caste very briefly, even though it will be studied in more depth later. Have pupils check the hypotheses they set up in #6.

Spear, <u>Ind</u> History.

Or the students could prepare a dittoed map and chart for distribution to all members of the class. They should explain the material to the class and answer questions which other pupils may raise.

Discuss: What other factor or factors (besides invasions) might help explain thelarge number of languages and dialects in India today? (Cite number). What kinds of problems would you expect to arise in India because of this number of languages? (Ask further questions to get pupils to set up hypotheses related to problems of education, obtaining national unity, handling elections, etc.) Also ask: What problems do you think might arise because of the number of races in India? (Set up hypotheses to test through study of other historical material and present-day problems.)

8. Have a group of pupils prepare a parallel time line to show important landmarks in Indian history on one time-line, U.S. history on another, European history on another, Russian history on a fourth, and Chinese history on a fifth. Have pupils note time relationships among events in different countries. Discuss: Do you think any of the events in those other countries had any effect upon what happened in India?



religion, social stratification, etc.) Have plain the bulletin board to the class. Be ney explain the term caste very briefly, even all be studied in more depth later. Have puhe hypotheses they set up in #6.

Spear, <u>India: A Modern</u> <u>History</u>.

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- G. A given culture is an integrated whole, based on fundamental postulates or values.
- G. Some values are conducive to change and some make change difficult.
- G. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture.
- G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.
- G. People who are in contact with each other are likely to borrow cultural traits from each other.
- G. Conflicts in which people feel that they are fighting for ideals are likely to be fiercer than those which involve only personal reasons. Religious conflict may be fierce and aim at the complete annihilation or conversion of the enemy.
- G. Whether or not a religious group will attempt to annihilate members of other groups or will adopt some of the beliefs of other religious groups depends upon the basic beliefs and values of the religion.

- Religion in India has affec of Indian life.
 - a. The Hindu religion is proved able to appea all classes and to incorpother religions.
 - The Hindu belief in r helped make man accep
 - The Hindu belief in m different interpretat ligion makes it possil of many beliefs to ac gion.
 - The Hindu belief in n had a tremendous effe Indian history.
 - 4) Hindu beliefs have af ture, diet, and healt
 - b. Islam is the main religing but it is also the faith
 50 million citizens in I
 - In recent times it ha from among the Untouc
 - Its belief in convers has not been terribly Indian history.
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- 3. Religion in India has affected all aspects of Indian life.
 - a. The Hindu religion is predominant; it has proved able to appeal to those of all classes and to incorporate many other religions.
 - The Hindu belief in reincarnation has helped make man accept caste status.
 - The Hindu belief in many gods and in different interpretations of the religion makes it possible for people of many beliefs to accept the religion.
 - 3) The Hindu belief in non-violence has had a tremendous effect on modern Indian history.
 - 4) Hindu beliefs have affected agriculture, diet, and health.
 - b. Islam is the main religion in Pakistan but it is also the faith of some 40 to 50 million citizens in India.
 - In recent times it has won converts from among the Untouchables,
 - 2) Its belief in conversion by the sword has not been terribly important in Indian history.
 - 3) It is less tolerant of other beliefs than is the Hindu religion.



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*9. Have all pupils read about India's major religions. They should compare them. Discuss: Why might members of the Islam and Hindu faiths clash? Why did Buddhism tend to die out in India? How was Hinduism related to other aspects of the social system?

Kennedy, He 56. Russel and Ceylon, Their Search This Believ os, Global Editors of Religions. 8; Burtt, ed Compassional India; Joe

Perhaps show the film <u>Hinduism</u> from the Great Religions Series. This film discusses the origins of Hinduism and describes its characteristics. It also deals with the caste system.

Film: Hindu 2 reels.

Have pupils read a selection about the Sacred Cow and the problems arising in India because of this Hindu belief. Stavrianos, History, pp



-26-

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Kennedy, Here Is India, pp. 39-56. Russell, India, Pakistan, and Ceylon, pp. 38-48. Fitch, Their Search For God. Browne, This Believing World. Stavriamos, Global History, pp. 570-76. Editors of Life, World's Great Religions. Lamb, India, ch. 7-8; Burtt, ed., Teachings of the Compassionate Buddha. Spear, India; Joe Brown, India, ch. 2.

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Film: <u>Hinduism</u>, McGraw-Hill, 2 reels.

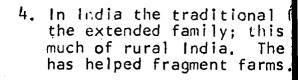
ead a selection about the Sacred Cow and arising in India because of this Hindu be-

Stavrianos, <u>Readings in World</u> <u>History</u>, pp. 637-39.



- c. Hinduism and Islam dift the matter of the number version, tolerance of a the eating of meat, must prayer, and equality of differences have led to although peoples of botworked together within
- d. There are other religion Hinduism in India, alto began in India has almost These religious groups reform movements. Hinduismany of their beliefs, back to the Hindu faith groups from becoming verse.
- e. There are also a numbe India and some believe oaster religion from a

- S. Sets up hypotheses.
- G. A given culture is an integrated whole, based on fundamental postulates or values.
- G. Some values are conducive to change and some make change difficult.
- G. The structure of the family varies from society to society.





- c. Hinduism and Islam differ mainly over the matter of the number of gods, conversion, tolerance of other religions, the eating of meat, music at religious prayer, and equality of people. These differences have led to religious strife, although peoples of bo'n faiths have worked together within India.
- d. There are other religions groups related to Hinduism in India, although Buddhism which began in India has almost died out there. These religious groups generally began as reform movements. Hinduism has adopted many of their beliefs, thus attracting some back to the Hindu faith and keeping the groups from becoming very large.
- e. There are also a number of Christians in India and some believers in the old Zor-oaster religion from ancient Persia.

ypotheses.

llture is an integrated sed on fundamental postualues.

es are conducive to change make change difficult.

the family varies terics ociety.

4. In India the traditional form of family was the extended family; this is still true in much of rural India. The type of inheritance has helped fragment farms.

- 10. A pupil might prepare a bulletin board or chart on the topic: "India: A Nation of Diversity." Discuss: What possible advantages and disadvantages do you see to the degree of diversity found within India?
- *11. Have all pupils read about Indian life in 1800. They should then discuss the chief characteristics of Indian culture, with a view to seeing how they changed or remained very much the same during the next century and a half. Be sure to emphasize the extended family and inheritance system, the role of women, the caste system, the role of religion, village life, the importance of agriculture, handicrafts, and government. Discuss: What

Ewing, Our pp. 169-18 rianos, Re tory, pp.



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Ewing, Our Widening World, pp. 169-183. See also Stavrianos, Readings in World History, pp. 598-600.



G. Social structure may make change difficult.

- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
- G. Societies differ in the relative number of ascribed and achieved statuses they provide and in the relative emphasis they are given.
- G. Those at the upper levels of a stratification system frequently rationalize the justice of the system as being natural (justified by religion or ability).
- G. Castes have a fixed relationship, one to the other, which may involve exchange of services and mutual responsibilities and obligations.
- G. Members of a caste cannot move out of their caste, although as the caste system changes, there is more likelihood of vertical mobility.
 - a. Members of a caste must marry within the caste.
 - b. Members of a caste usually follow specific occupations.

- 5. India's caste system has to a sense of security for in provide stability and a symmetry torn frequent lack of a strong ever, it has also tended to tiative, to preserve ideas among peoples, and to slow
 - a. The caste system development of the carly invasions by the groups were conquered, within the caste system
 - b. Every society has some a ment of relationships what regulates the modes of a course among members of India's system has been ple born into a certain unable to move out of it
 - 1) The patterned structu sible for people to k it also enables them others will act and s ble for members of the function together eas



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of a caste usually follow occupations.

- 5. India's caste system has tended to promote a sense of security for individuals, and to provide stability and a system of social welfare in a country torn by warfare and a frequent lack of a strong government; however, it has also tended to discourage initiative, to preserve ideas of inequality among peoples, and to slow down changes.
 - a. The caste system developed during the early invasions by the Aryans. As new groups were conquered, they were brought within the caste system.
 - b. Every society has some patterned arrangement of relationships which defines or regulates the modes of everyday intercourse among members of the group, but India's system has been rigid, with people born into a certain class and almost unable to move out of it.
 - 1) The patterned structure makes it possible for people to know how to act; it also enables them to predict how others will act and so makes it possible for members of the same society to function together easily.



features of village or social life would tend to slow down changes?

Have pupils make a list of the characteristics of village life in 1800 to compare later with those for village life prior to independence.

*12. Now have pupils read about the caste system in more detail. Discuss the advantages and disadvantages of the system for the Indians as well as ways in which the system grew up.

Lengyel, Subi pp. 24-26; Ri istan, Ceylor phy, In the Zinkin, Cast Lamb, India, India, pp. 5 Here Is India As I See Ind.

A pupil might imagine that a high caste Hinuu (Brahmin) leads a life of much evil and so according to his faith is reborn as an Untouchable. He should imagine that he can remember about his former life on earth and that he tells the story of his reactions to a newspaper reporter who records them.

Show film North Indian Village which shows the interdependence of different castes.

Film: North Internationa 32 min., 195



-30-

of village or social life would tend to slow ages?

Is make a list of the characteristics of vilin 1800 to compare later with those for vilprior to independence.

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Lengyel, Subcontinent of India, pp. 24-26; Russell, India, Pakistan, Ceylon, pp. 43-45; Murphy, In the Minds of Men, ch.3. Zinkin, Caste Today, chs. 1-3; Lamb, India, ch. 9; McClellan,ed, India, pp. 56-59; Kannedy, Here Is India, ch. 3; Trumbull, As I See India, ch. 14.

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n North Indian Village which shows the interdeof different castes. Film: North Indian Village, International Film Bureau, 32 min., 1953-54.



- G. The division of labor and responsibility among castes produces a mutually interdependent, very stable, and slow-changing society.
- G. Social control is enforced by social sanctions, formal and informal.
- G. Class structure may inhibit social change because upper class members who have power will fear the loss of rights.

- When governments be conquered, the cast possible to carry with very little di
- Living together in of a caste provided ing which is lackin where people are mo tionships are not s
- 4) The caste system pr programs not provid
- 5) The caste system, h iniciative and much for discrimination, the Untouchables.
- 6) In any Culture ther conform to the previn Indian society up time, this pressure from the threat of a outcast than from a

S. Reads for main ideas.

- C. India is an excellent example western colonialism and the tionalism.
 - 1. British imperialism provide number of benefits while a resources and people.
 - British colonialism led to tural traits from the West India to the West.



-31-

ion of labor and responsinong castes produces a munterdependent, very stable, changing society.

ructure may inhibit social ecause upper class members power will fear the loss

- 2) When governments broke down or were conquered, the caste system made it possible to carry on life in villages with very little disruption.
- 3) Living together in a closely-knit group, of a caste provided a sense of belonging which is lacking in many societies where people are more mobile and relationships are not so close.
- 4) The caste system provided for welfare programs not provided by governments.
- 5) The caste system, however, discouraged initiative and much change and provided for discrimination, especially against the Untouchables.
- 6) In any culture there is pressure to conform to the prevailing practices; in Indian society up to the present time, this pressure has resulted more from the threat of making a person an outcast than from any formal laws.

main ideas.

- C. India is an excellent example of the impact of western colonialism and the rising tide of nationalism.
 - British imperialism provided India with a number of benefits while also exploiting its resources and people.
 - British colonialism led to a diffusion of cultural traits from the West to India and from India to the West.



*13. Quote Kipling's "White Man's Burden" to introduce the section on imperialism. Tell pupils they should try to decide whether or not British rule was the White Man's Burden or the Indian's burden in India, or a combination of both.

Now have pupils read different accounts of the coming of the British to India and of British rule.

Ewing, 0 pp. 185-Lamb, In



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Ewing, Our Widening World, pp. 185-194; Spear, India; Lamb, India, ch. 5.



- S. Distinguishes fact, inference, and value judgments.
- S. <u>Distinguishes differences in difficulty of proof.</u>
- S. Checks on the bias and competency of authors.
- A. EVALUATES INFORMATION AND SOURCES OF INFORMATION BEFORE ACCEPTING EVIDENCE AND GENERALIZATIONS.
- A. IS COMMITTED IN THE FREE EXAMINA-EION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.
- G. Change is more likely to occur if it is enforced, that is if sanctions are applied to people one desires to change, providing a need for change which people do not feel spontaneously.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW AND INTERPRETATIONS.



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- 14. Give pupils one exercise on fact, inference and value judgments and one on the difficulty of proof dealing with British rule in India.
- 15. Read cloud excerpts from British and Indian historians on the period of colonial rule in India. (Or have pupils read longer account.) Discuss the difference in interpretations. Have pubils evaluate the bias and competency of the authors.
- M. Lewis, I

16. Have some students who have read more extensively on British rule present a panel discussion or a debate on the top. "British Imperialism in India: Britain's Burden or India's Burden?" Or have them role-play a discussion among several British administrators and several Indian nationalists about this question.

Lewis, The E Stavrianos, History, ppl Mitchell, Ir Dear, New Paracy in India India Agains Stavrianos, pp. 538-540 Inside Asia

17. A pupil might draw two cartoons to illustrate the British and Indian views of the effects of British rule on India.



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s one exercise on fact, inference and value and one on the difficulty of proof dealing ish rule in India.

excerpts from British and Indian historians iod of colonial rule in India. (Or have pupils account.) Discuss the difference in interaction Have published evaluate the bias and competency thors.

M. Lewis, The British in India.

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Stavrianos, Readings in World
History, pp. 606-08, 616-21.
Mitchell, India Without Fable.
Dear, New Patterns of Democracy in India, ch. 4. Berkowitz,
India Against Time, pp. 8-63.
Stavrianos, Global History,
pp. 538-540, 548-551. Gunther,
Inside Asia, ch. 29.

ight draw two cartoons to illustrate the British views of the effects of British rule on India.



- G. Although culture is always changing, certain parts or elements may persist over long periods of time.
- G. Persistence of cultural traits may result from a lack of exposure to conditions which further change or from a reluctance to change.

- G. Political revolutions are usually the result of multiple causes.
- G. Cultural traits may change trhough a process of diffusion.
- G. Imperalism, and particularly attitudes of superiority by members of the imperalist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, ir helps give rise to feelings of nationalism.
- Nationalism in India develop result of discrimination by partly from the failure of t solve economic problems, and of the spread of western ide ism, freedom, and democracy.

4. Independence in India came by rather than a violent revoludue in large part to Gandhi's nonviolence, a movement influby the H ndu religion and in from the west.



-35-

re is always changarts or elements may ang periods of time.

cultural traits may ack of exposure to the further change or noe to change.

dutions are usually nultiple causes.

s may change trhough iffusion.

d particularly attiiority by members of country, give rise frustration; when the diffusion of naeas, it helps give as of nationalism.

3. Nationalism in India developed partly as a result of discrimination by colonial rulers, partly from the failure of the British to solve economic problems, and partly because of the spread of western ideas of nationalism, freedom, and democracy.

4. Independence in India came by a peaceable rather than a violent revolution; this was due in large part to Gandhi's movement for nonviolence, a movement influenced in part by the Findu religion and in part by ideas from the West.



*18. Have a pupil give a report on life in a north Indian village in the 1920's. Or he might prepare a written summary which could be dittoed and distributed to class members. He should include in his report or summary the characteristics needed to contrast the village of this period with that of 1800.

Emerson, Voi Wiser, Behin

Or have a pupil give a report or prepare such a written summary on the village studied by Wiser in the 1930's. (He should omit that part of the book which describes life in the same village some years later.)

After the report has been given or after pupils have read the written summary, discuss: How had village life changed since 1800? In what ways was it similar?

19. Have pupils read brief accounts of the movement for independence. Discuss factors giving rise to the movement.

Ewing, Our W pp. 185-201. Lamb, India,

20. A pupil might read a biography of Gandhi and give a report on his life, beliefs, and ractics.

L. Fischer, G ed., The Esse Eaton, Gandhi a Sword. Pea



-36-

give a report on life in a north Indian vil-1920's. Or he might prepare a written sumbuld be dittoed and distributed to class membuld include in his report or summary the ics needed to contrast the village of this that of 1800.

Emerson, Voiceless India. Wiser, Behind Mud Walls.

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Ewing, Our Widening World, pp. 185-201.
Lamb, India, ch. 6.

read a biography of Gandhi and give a relife, beliefs, and tactics.

L. Fischer, Gandhi. L. Fischer, ed., The Essential Gandhi. Eaton, Gandhi, Fighter Without a Sword. Peare, Mahatma Gandhi.



- Looks for points of agreement and disagreement among sources of information.
- G. The greatest push to improve living levels is more likely to come from those above the bottom strata than from those at the britom.
- G. Technological change may create serious problems in a society.
- G. Peoples who are in contact with each other are likely to borrow cultural traits from each other.

S. Tests hypotheses against data.



Or show the film Gandhi. Discuss Gandhi's appeal to the people of India and his method of non-violence. (Compare the film with report if both are used.) Discuss social reforms as well as the goal of independence.

Film: Gang 3 reels.

il. Have pupils read and write book reports on boiles dealing with different leaders in the independence movement. Discuss some of the leaders and their social class origins.

See biblio

- 22. Have a pupil write an editorial which might have been written by an Indian editor entitled "Boycott British Goods." Discuss in class reasons for Indian reaction to British goods.
- 23. Have a panel discussion on "Non-Violent Civil Disobedience: Its Advantages and Disadvantages as a Weapon."
 Or hav a pupil compare the Southern Freedom Rides and Gandhi'... Non-Violence Weapon or give a report on "The Influence of Gandhi's Non-Violence Movement on the U.S."
- 24. Present briefly Smelser's theory of collective behavior as it relates to movements of reform or revolt. (e.g. ideas about factors which must be added together to lead to either one: structural conduciveness, structural strain, growth and spread of a generalized telief, precipitating factors, mobilization of participants for action, and operation of social control.) After pupils understand his general theory about what kinds of dif-

Smelser, Behavior.



e film Gandhi. Discuss Gandhi's appeal to of India and his method of non-violence. he film with report if both are used.) Distinctions as well as the goal of independence.

Film: Gandhi, McGraw-Hill, 3 reels.

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See bibliography, Part V.

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Smelser, Theory of Collective Behavior.



- G. Even when a major reorganization of society takes place (such as a revolution), not all of culture is completely modified.
- G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and seen as related to other issues.
- G. The leadership of any group must try to maintain group cohesion and must also organize its strategies and provice intellectual leadership.
- A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION AND IS EQUALLY SCEPTICAL OF PANACEAS.
- G. Although culture is always changing, certain parts or elements may persist over long periods of time.

- D. Independence brought partition raunified national state; nationalistrong amough to overcome religion
 - Partition brought religious ric problems which have made for problems the two newinations.

 The new government of India comany of the same problems which India under British rule.



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lasier where there logical perception that is, where the moralized and seen other issues.

- n of any group must n group cohesion and inize its strategies itellectual leader-
- THEORIES OF SINGLE S EQUALLY SCEPTICAL

re is always changarts or elements may ong periods of time.

- D. Independence brought partition rather than a unified ational state; nationalism was not strong € lough to overcome religious barriers.
 - 1. Partition brought religious riots and economic problems which have made for poor relations between the two newinations.

2. The new government of India continued to face many of the same problems which had faced India under British rule.



ferences in each of these factors might make revolution more likely than a reform movement, ask: Do you think that India's independence movement supports or refutes Smelser's theory? Why? Do you think that China's revolution supports or refutes the theory? Why? Do you think that the second revolution in Russia in 1917 supports or refutes this theory? Why? Do you think that the English Revolution and the French Revolution support or refute his theory? Why?

25. Read aloud selections from Margaret Bourke-White's description of the partition riots. Project some of her pictures. Or have a pupil tell the class about the riots, about Gandhis attempts to stop them, and about Gandhi's death.

Bourke-White dom Trumbul Independence

26. Have a student pretend to be a reporter covering Gandhi's Bourke-White last fast.

Or have a pupil write an editorial which might have appeared in an Indian newspaper entitled "Stop the Riots and Save Gandhi's Life."

27. Hold a summarizing discussion in which pupils note cultural change and continuity during the period of history up to independence. Also discuss: Do you think getting rid of British rule and becoming independent could solve India's problems? What problems do you think were uppermost in the minds of the leaders of the new government as India began its independence? What advantages did India

each of these factors might make revolution than a reform movement, ask: Do you think independence movement supports or refutes heory? Why? Do you think that China's revports or refutes the theory? Why? Do you the second revolution in Russia in 1917 supfutes this theory? Why? Do you think that Revolution and the French Revolution supute his theory? Why?

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Bourke-White, Halfway to Freedom. Trumbull, India Since Independence, pp. 6-8.

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Bourke-White, <u>Halfway to Freedom</u>,

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rule and becoming independent could solve Inems? What problems do you think were upperminds of the leaders of the new government as
i o idependence? What advantages did India

- S. Reads for main ideas.
- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
- G. Living levels in the U.S. are very high compared to those in most countries.
- G. Economic systems differ as to how questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.
- G. Most economic systems are mixed economies.
- G. In a number of societies neither the government nor the market system dominates the allocation of resources. Such economic systems are affected heavily by tradition and reciprocal relationships which have grown up in the past. In all systems reciprocal relationships are combined with a market system or a mmand system or both.

- IV. India is trying to use economic plansolve its economic problems; howeve nomic system is not like the communin either the Soviet Union or in Chathe economic system in the U.S. or Europe.
 - A. India's social and economic probinterrelated.
 - 1. Living levels in villages are



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societies neither the the market system llocation of resour-omic systems are y by tradition and tionships which n the past. In all cal relationships th a market system stem or both.

- IV. India is trying to use economic planning to solve its economic problems; however, its economic system is not like the communist planning in either the Soviet Union or in China nor like the economic system in the U.S. or in Western Europe.
 - A. India's social and economic problems are interrelated.
 - 1. Living levels in villages are very low.



have which some new nations in recent years have not had? What cultural values and traits were favorable to the development of a successful, unified, and democratic government? What ones would make success difficult?

1. Tell students that they will now turn to an examination of ways in which the Indian government has tried to raise living levels in India.

Have all pupils read accounts of life in Indian villages since independence. Although looking for signs of change and continuity in village life, they should focus primarily upon the questions: How would you rank Indian villagers in terms of living levels? What differences do you find in living levels among different groups in the village? What seem to be the causes of any poverty which is found in the village? What kind of economic system seems to be operating in this village? (e.g. How are the basic questions which must be resolved in any society resolved in this village? How is it decided what shall be produced and how much shall be produced? How are decisions made about how things will be produced? How is the question resolved as to who shall get what part of the goods and services?)

After the class has read the material discuss these questions briefly. Or leave the discussion until after the showing of a film in activity #3.

Lengyel, Subco pp. 32-35. Ru Pakistan, Cevi 37-38. Bothwe Cows', and Cou Patterns of De pp. 107-118. Changes, ch. Beals, Gopalpi Case Studies pp. 10-15. S ings in World 644-51. Fersi tion in Trans 206, 231-33. and South Asia Fersh, Story 1. Dube, Indi Village. Nat, May, 1963. Fa ch. 2. Lewis: in Northern In



some new nations in recent years have not had? al values and traits were favorable to the of a successful, unified, and democratic govhat ones would make success difficult?

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Lengyel, Subcontinent of India, pp. 32-35. Russell, <u>India</u>, Pakistan, Ceylon, pp. 28-34, 37-38. Bothwell, Cobras, <u>Cows, and Courage</u>. Dean, <u>New</u> Patterns of Democracy in India, pp. 107–118. Zinkin, <u>India</u> <u>Changes</u>, ch. 1, pp. 88-90. Beals, Gopalpur. Highsmith, Case Studies in World Geog., pp. 10-15. <u>Stavrianos, Read-</u> ings in World History, pp. 644-51. Fersh, India: Tradition in Transition, pp. 202-206, 231-33. Fersh, <u>India</u> and South Asia, pp. 15-27. Fersh, Story of India, unit 1. Dube, <u>India's Changing</u> Village. National Geographic, May, 1963. Fairservais, India, ch. 2. Lewis, Village Life in Northern India, chs 1-3.



- G. At any specific time, the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.
- G. Where People have adopted a fatalistic attitude, change is much less
 likely than in societies where the
 people believe that "a high degree
 of mastery over nature and social
 conditions is possible."
- G. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized.)
- G. The organizational structure of the total economy or of any large sector of it (such as agriculture) affects efficiency and so output.

2. The tradition of inheritance, of tax collection, and the prolinterest rates have led to smaller farms. Land reform is difficult because large landow considerable political influencause provincial governments had money to reimburse landowners taken away from them for redist

- In areas of very small farms, in wasted and it is difficult to mean tive use of either farm animals machinery.
 - a. Scattered holdings decrease make farm tools and labor le



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onal structure of the or of any large sech as agriculture) ency and so output. 2. The tradition of inheritance, the system of tax collection, and the prohibitive interest rates have led to smaller and smaller farms. Land reform is made more difficult because large landowners have considerable political influence and because provincial governments have too little money to reimburse landowners for land taken away from them for redistribution.

- In areas of very small farms, labor is wasted and it is difficult to make effective use of either farm animals or farm machinery.
 - a. Scattered holdings decrease yields and make farm tools and labor less efficient.



2. A girl might read <u>Nectar in a Sieve</u>, a novel about life in an Indian village. She should write a report summarizing what the novel shows about life in an Indian village.

Markandaya,

3. Show the film 50 Miles from Poona on life in a village. Discuss the levels of living shown and the problems facing farmers. Compare the film with data in books and pamphlets.

Film: 50 M Asian Earth

Or show the film Asian Earth which deals with the problems of farmers. Discuss: Why is the yield per acre so low? What problems do farmers face if they don't own their own land? What indications does the film give of levels of living and health hazards? What kind of family structure is shown? What is the attitude of the family toward life and the world around them? How would this attitude affect efforts to change conditions? How did the village in the film compare with the villages you read about in your books?

Why is it difficult to bring about land reform in India?

(The teachered a general agriculture lindia such tween Us an

4. Project a table on the size of farms in India in 1939 in one study of 192 farms in Gujaral. Also project a chart showing mortgaged land, a sketch of the scattered holdings of one farmer, and a table on the number of families having to travel different distances between holdings.

Moomaw, Far 64-65, 4-6, Also see fi Between Us (Cites figu strips, p.

Now have a pupil project a chart he has made on the average farm size in India today as compared with the



t read <u>Nectar in a Sieve</u>, a novel about life n village. She should write a report summarthe novel shows about life in an Indian

Markandaya, <u>Nectar in a Sieve</u>.

lm 50 Miles from Poona on life in a village.
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ers. Compare the film with data in books
ts.

Film: 50° Miles from Poona. Asian Earth, AtPI, $2\frac{1}{2}$ reels.

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Why is it difficult out land reform in India?

(The teacher may wish to read a general account of agriculture problems in India such as Mayada, Between Us and Hunger.)

able on the size of farms in India in 1939 in f 192 farms in Gujaral. Also project a chart tgaged land, a sketch of the scattered hold. farmer, and a table on the number of famito travel different distances between hold-

Moomaw, Farmer Speaks, pp. 64-65, 4-6, 74.
Also see figures in Mayadas, Between Us and Hunger, ch 5. (Cites figures for size of strips, p. 39).

pupil project a chart he has made on the m size in India today as compared with the



b. Small farms cannot afford the farmers need small impublic which do not need frequent are light enough to carry to another and to and from

S. Generalizes from data.

- G. Labor productivity may rise both from the activities of workers themselves and from the accumulation of capital and technological and managerial advance.
- G. Both man and nature change the character of the earth. (Man cuts forests, causes erosion, changes the course of rivers, transports pheonomena, removes the fertility of the soil by agricultural practices or builds up the fertility by other practices, builds dams, wells, and canals for irrigation, etc.)
- G. At any specific time, the total economic output is affected by the quantity and quality of resources (natural resources, labor, and capital goods), by the level



b. Small farms cannot afford power machinery; the farmers need small improved tools which do not need frequent repair and which are light enough to carry from one strip to another and to and from the village.

from data.

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ic time, the total out is affected by and quality of reral resources, labor, pods), by the level average farm size in the U.S.

Discuss: From what you have road and seen, do you think problems faced by farmers have changed much since independence? How would the system of farm holdings affect efficiency? How easy would it be to introduce machines on the farms? Why?

Or have pupils examine table on farm holdings in the early 1950's in Rampur. Ask the same types of questions as suggested in the paragraph above.

Lewis, <u>Villa</u> Northern Ind

5. Now discuss: In the light of what you have studied, how would you now explain the low productivity per acre? poverty among farmers? If you were Indian leaders, what would you try to do about poverty? What problems do you think you might have in carrying out such plans?



rm size in the U.S.

From what you have read and seen, do you lems faced by farmers have changed much pendence? How would the system of farm hold-t efficiency? How easy would it be to intrones on the farms? Why?

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lans?

Lewis, Village Life in Northern India, ch 3.



of technology, and by the efficiency of the organizational structure.

- S. Considers alternative courses of action.
- S. Sets up hypotheses.
- G. Living levels in the U.S. are very high compared to those in most countries.

S. Generalizes from data.



6. Have a pupil write a letter which might have been written by an American farmer who visits an Indian village. He should write another letter which might have been written by an Indian farmer who is brought to the U.S. to study American agriculture.

Mayadas, Bechs. 2,4,6,

- 7. Have a pupil write an imaginary account of an American who has been criticizing the materialism in U.S. life today. He goes to sleep and dreams that he has been exiled by his government and now lives in an Indian village. The pupil should write the account of the dream.
- 8. Have a pupil give an oral report on the changes which a missionary found in a village from 1930 to 1960. He should explain Wiser's ideas about the causes for the changes.

Wiser, Behi

9. Have a good student report (or read aloud excerpts) on changing occupational roles of caste members in a Mysore Village. Discuss factors leading to the changes.

Marriott, V 1-10, 15-17

10. Have pupils compare what they have read and seen about village life today or in recent times with village life in 1800 and in 1920 or 1930. What things seem to



Il write a letter which might have been written can farmer who visits an Indian village. He se another letter which might have been written an farmer who is brought to the U.S. to study priculture.

Mayadas, Between Us and Hunger, chs. 2,4,6,8.

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Wiser, Behind Mud Walls.

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compare what they have read and seen about today or in recent times with village of and in 1920 or 1930. What things seem to



G. Living levels in the U.S. are very high compared to those in most countries.

4. Living levels in cities are industrial workers.

- S. Generalizes from data.
- A. EVALUATES CONDITIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

5. Health conditions continue though death rates are fall

S. Generalizes from data.



-49-

s in the U.S. are mpared to those in es.

4. Living levels in cities are very low for industrial workers.

from data.

PNDITIONS ON THE BASIS ECTS UPON INDIVIDUALS NGS.

> Health conditions continue to be poor, although death rates are falling.

from data.



be very much the same? What things seem to have changed? How can they account for the similarities and changes?

11. Have a pupil read and report on the life of a cotton spinner in India as described in Brown's India.

Another might report on the study of the hopes and hostilities of textile workers as found in a UNESCO study.

Brown, Ind Murphy, In ch. 9.

12. A pupil might report on urban housing conditions prior to and since independence. What problems did the new government face? How successful has it been in solving some of the housing problems?

Pradesh, Russell, 1 Ceylon, p. Asia, p. 3 Civic Ed. 71-75. Us Bourke-Whi Freedom, c

Lamb. Indi

Or have a pupil give an illustrated report on housing and living conditions of worker as reported by Margaret Bourke-White just after independence.

13. Have a pupil write a series of letters which might have been written by an American labor leader who visits Indian factories and investigates labor and living conditions among workers. Ditto them and discuss them in class. Or have all pupils read about such conditions.

See refere and also B Against Tin Lamb, India India, The 45. Myers the Indust

14. Have a pupil prepare an oral report on Health Problems in India. He might project a table on what farmers in 1939 believed were causes of illness. Discuss: What problems face India's government in trying to raise the health level?

Stavrianos.
Man, pp.:5
Farmer Spe
farmer's b
India Chan



uch the same? What things seem to have How can they account for the similarities les?

pil read and report on the life of a cotton n India as described in Brown's <u>India</u>. light report on the study of the hopes and es of textile workers as found in a UNESCO Brown, India, pp. 119-120. Murphy, In the Minds of Men, ch. 9.

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Russell, India, Pakistan,
Ceylon, p. 37. Gunther, Inside
Asia, p. 387. Editors of
Civic Ed. Service, India, pp.
71-75. Use Reader's Guide.
Bourke-White, Halfway to
Freedom, chs. 6 & 14.
Lamb, India, pp. 261-266.

See references for Activity #12 and also Berkowitz, India Against Time, pp. 62-64.
Lamb, India, p. 286. Woytinsky, India, The Awakening Giant, p. 45. Myers, Labor Problems in the Industrialization of India.

Stavrianos, Global History of Man, pp. 565-67. Moomaw, Farmer Speaks, p. 146 (on farmer's beliefs). Zinkin, India Changes, ch. 11.



- S. Evaluates material in terms of completeness of data.
- A. EVALUATES CONDITIONS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.
- S. Evaluates material in terms of completeness of data.
- G. It is difficult to compare real wages between countries because of differences in the importance of different types of goods for consumers, because of difficulties of assessing the comparative purchasing power of different monetary systems, and because of differences in the amount of socialized benefits provided by the different countries.
- S. Evaluates material in terms of completeness of data.
- G. Effective political communication depends in part upon the skills of the populations (literacy or at least a common language).
- G. Low income, inadequate diet, poor health, and ignorance each helps bring about the others.

- 6. India still has a high rat
- Low incomes, inadequate di and ignorance each helps b others.



material in terms of ess of data.

CONDITIONS ON THE BASIS FFECTS UPON INDIVIDUALS EINGS.

material in terms of ess of data.

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material in terms of ss of data.

political communication depends on the skills of the populations or at least a common language). , inadequate diet, poor d ignorance each helps t the others.

- 6. India still has a high rate of illiteracy.
- 7. Low incomes, inadequate diet, poor health, and ignorance each helps bring about the others.



- In their reading, pupils will have found various esti-15. mates of current life expectancy in India. Put some of these on the board. Now discuss: Why do these figures differ? Compare figures with life expectancy in U.S.
- 16. Have a pupil prepare a graph comparing income per capita in India, U.S., U.S.S.R., China, and Britain. (Review difficulties of making such comparisons.)

Give pupils figures for illiteracy in India. Discuss: What problems does this raise for Indian democracy? Do 17. you think these figures are completely accurate?

Chart in Berkow Against Time, p

18. Project the chart on "Vicious Cycle of Poverty" from the Berkowitz, I Berkovitz pamphlet. Have pupils try to explain the chart. Time, p. 40. Then have them try to make their own charts to show the same thing plus other factors they may have decided are

Berkowitz, Indi



Cynthia Bowles, At Home in India. Bartholomew, My Heart Has Seventeen Rooms.

ing, pupils will have found various estient life expectancy in India. Put some of board. Now discuss: Why do these figures pare figures with life expectancy in U.S.

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hart on"Vicious Cycle of Poverty" from the Berkowitz. In the chart. Time, p. 40.

make their own charts to show the factors they may have decided are

Berkowitz, India Against

A, SCEPTICISM OF SINGLE FACTOR CAUSES
IN THE SOCIAL SCIENCES.

- a. Low incomes make it impo ers to buy the fertilize food, the medical care, they need.
- b. Inadequate diet leads to
- c. Poor health and medical difficult for farmers to fields efficiently and s production and lower inc
- d. The high rate of illiter difficult to teach farme their lot.

- G. Although there is no correlation between population density and dependency upon agriculture, nonindustrialized countries which are densly populated tend to have low levels of living.
- B. India resorted to economic pla ment investments, community pr foreign aid to stimulate produ prove the welfare of the peopl
 - There is no correlation bet nopulation and dependency u however, underdeveloped cou heavily populated have low
 - a. Industry can support mor square mile than can agr dustrial products can be food needed to feed the 97% of the Indians, howe villages. Only ½ of 1 p ployed in factories.



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F SINGLE FACTOR CAUSES
AL SCIENCES.

ere is no correlation alation density and

upon agriculture, nonded countries which

opulated tend to have

- a. Low incomes make it impossible for farmers to buy the fertilizer, the land, the food, the medical care, or the schooling they need.
- b. Inadequate diet leads to poor health.
- c. Poor health and medical care make it difficult for farmers to work their fields efficiently and so lead to lower production and lower income.
- d. The high rate of illiteracy makes it difficult to teach farmers how to improve their lot.
- B. India resorted to economic planning, government investments, community projects, and foreign aid to stimulate production and improve the welfare of the people.
 - There is no correlation between density of population and dependency upon agriculture; however, underdeveloped countries which are heavily populated have low levels of living.
 - a. Industry can support more people per square mile than can agriculture; industrial products can be sold for the food needed to feed the people. About 37% of the Indians, however, live in villages. Only ½ of 1 percent are employed in factories.

of living.

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important in this vicious cycle. Project several and compare with the Berkowitz chart.

19. Ask: Is there any relationship between population density and dependency upon agriculture? (Be prepared project charts to illustrate that industrial countr may have high population densities and agricultural countries may have low densities.) Are densely populated countries always countries with low living levels? What makes a country overpopulated? (Review from earlier units.)

Perhaps show the film The Population Explosion which focuses upon India. Discuss.

Film: The Posion, 43 min Reports-Distifilms, Inc.



-54this vicious cycle. Project several and the Berkowitz chart.

re any relationship between population rependency upon agriculture? (Be preect charts to illustrate that industrial have high population densities and countries may have low densities.) Are ated countries always countries with low? What makes a country overpopulated? earlier units.)

the film The Population Explosion which India. Discuss.

Film: The Population Explosion, 43 min., 1959. C.B.S.
Reports-Distrib. by Carousel
Films, Inc. 1501 Broadway, N.Y.



- A. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.
- G. Living levels do not rise unless output of production grows at a faster rate than population.
- S. Considers alternative courses of action.
- G. At any specific time, the total economic output is affected by the quantity and quality of productive resources, (natural resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.
- G. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.
- G. The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investments) needed to a chieve a given growth rate.

- b. Because of the great incre tion in this century, real declining for some years.
- c. The new Indian government to increase industrial pro well as to improve agricul tivity.
- 2. Because of low living levels sharp increase in taxes and be inability to produce much more for foreign export, India facting getting capital from withing greatly increase investments raise living levels. Industrict requires much more capital in does agricultural production, organization and social change agricultural reforms may be justified achieve.



OF CONVENTIONAL TRUTHS
HAT WIDELY-HELD AND
NS BE JUDGED IN ACCORANDARDS OF EMPIRICAL

do not rise unless duction grows at a han population.

ernative courses of

ic time, the total ut is affected by and quality of prorces, (natural rer, and capital goods), of technology, and ency of the organizaure.

tion through saving is of increasing an al output over time creases productive

e productive capacity ip to the population, hardship involved to making the savings nts) needed to a - n growth rate.

- b. Because of the great increase in population in this century, real income was declining for some years.
- c. The new Indian government decided to try to increase industrial production as well as to improve agricultural productivity.

2. Because of low living levels which limit a sharp increase in taxes and because of an inability to produce much more at present for foreign export, India faces difficulties in getting capital from within India to greatly increase investments in order to raise living levels. Industrial production requires much more capital investment than does agricultural production. However, the organization and social changes needed for agricultural reforms may be just as difficult to achieve.



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20. Project tables or quote figures to show that India's..
real income per worker was declining during part of
the 20th century. Ask pupils to try to figure out the
reason for decline.

Myers, <u>Labor</u> F Industrializat p. 10.

Ask: If you were leaders of the government, what steps would you think crucial to raise living levels?

21. Ask: From what you have learned in other units, what must India do to be able to increase industrial production greatly? Given the levels of living in India, how easy do you think it will be for India to get the capital needed to increase production? (Discuss possible sources of savings which might be tapped.) Where else might India get help? Do you think the problems of increasing production in agriculture require the same amount of investment as that needed to increase industrial production? Why or why not? Discuss the statement that India has unemployed resources in agriculture. What is meant? What are the problems involved in shifting them to industry?

-56-

es or quote figures to show that India's...
per worker was declining during part of
tury. Ask pupils to try to figure out the
tecline.

were leaders of the government, what you think crucial to raise living levels?

what you have learned in other units, what do to be able to increase industrial proatly? Given the levels of living in India, you think it will be for India to get the ded to increase production? (Discuss unces of savings which might be tapped.) hight India get help? Do you think the probesasing production in agriculture require bunt of investment as that needed to increase production? Why or why not? Discuss the hat India has unemployed resources in agriculting them to industry?

Myers, Labor Problems in the Industrialization of India, p. 10.

- G. If productive resources are fully employed, investment in capital goods for future production requires some sacrifice in current consumption.
- S. Reads for main ideas.

 India is developing a mixed private enterprise operating government ownership. Traditi relationships between castes tant in the villages.

- G. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers.
- S. Generalizes from data.
- Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers.
- G. The fundamental difference between economic systems is in how and by whom the basic economic decisions.
- L. Economic planning does not i kind of quotas and controls Soviet Union; it depends up cooperation except for food of famine.



-57-

e resources are fully vestment in capital ture production re-

in ideas.

3. India is developing a mixed economy with private enterprise operating along side government ownership. Traditional reciprocal relationships between castes remain important in the villages.

stems are usually mixed, ablic and private ownerth decisions made both enment and by consumers.

from data.

stems are usually mixed, ublic and private ownerath decisions made both rnment and by consumers.

ntal difference between stems is in how and by sic economic decisions

4. Economic planning does not involve the kind of quotas and controls used in the Soviet Union; it depends upon voluntary cooperation except for food quotas in times of famine.



22. Have pupils read brief accounts of the way in which the Indian government has attacked economic problems through planning, a mixed economy, and community development projects. They should try to find out how the Indian economic system differs from other systems they have studied.

Berkowitz, chs. 3-4, 7 Years of From Lengyel, Sulpp. 94-103. S. Asia, pp. India and to Wilcox, et. the World Toean, New Pin India, p. India, ch.

23. Have a pupil report on the House of Tata to show an example of private enterprise.

Frazer, "Re Tata".

24. Compare the mixed economy of India with that in U.S.S.R., China, Western Europe, and U.S. by examining ownership of means of production and how basic economic decisions are made. (Be sure to include some discussion of how traditional reciprocal relationships among castes affect decisions in the villages of India.) Perhaps place each of these countries on a three-dimensional triangle showing command economy, market economy, and traditional, reciprocal relationships at the 3 points of the triangle.

Wilcox, et.a The World To Dean, New I racy in Ind



read brief accounts of the way in which the rnment has attacked economic problems through mixed economy, and community development. They should try to find out how the Indian stem differs from other systems they have

Berkowitz, India Against Time, chs. 3-4. Grimes, India, 15
Years of Freedom, pp. 22-37.
Lengyel, Subcontinent of India, pp. 94-103. Fersh, India and S. Asia, pp. 103-121. Kublin, India and the World Today, ch 6. Wilcox, et. al., Economies of the World Today. ch. 5.
Dean, New Patterns of Democracy in India, pp. 106-140. Lamb, India, ch. 15.

I report on the House of Tata to show an private enterprise.

Frazer, "Remarkable House of Tata".

mixed economy of India with that in U.S.S.R., ern Europe, and U.S. by examining ownership of oduction and how basic economic decisions are sure to include some discussion of how tradiprocal relationships among castes affect dethe villages of India.) Perhaps place each funtries on a three-dimensional triangle showd economy, market economy, and traditional, relationships at the 3 points of the triangle.

Wilcox, et.al., Economies of The World Today, ch. 5.
Dean, New Patterns of Democracy in India, ch. 7.



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over allocation of resources are made rather than in who owns the resources.

- S. Generalizes from data.
- S. Draws inferences from graphs.
- G. Living levels do not rise unless output of production grows at a faster rate than population.
- 5. Although the three five year succeeded in greatly increasily drought, the failure to reach planned goals, continued popularies and wars with China at have kept the Five Year Plans as successful in raising living people had hoped.

- S. Draws inferences from tables, graphs and other charts.
- S. Generalizes from data.

G. Executive decisions are limited by many factors: permissibility, available resources, available information, and previous commitments.



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on of resources are than in who owns the

rom data.

ces from graphs.

do not rise unless duction grows at a han population.

5. Although the three five year plans have succeeded in greatly increasing production, drought, the failure to reach some of the planned goals, continued population increases and wars with China and Pakistan have kept the Five Year Plans from being as successful in raising living levels as people had hoped.

nces from tables, ther charts.

rom data.

isions are limited by permissibility, ources, available industrial previous commitments.



25. Compare techniques of planning with those used by the U.S.S.R. and by China.

Then project graphs showing what happened to agricultural and industrial production during India's five year plans. Have pupils figure the percent of growth during these years and compare it to the percent of population growth. Discuss: Have the plans succeeded in improving living levels greatly?

Bronson, As
56; Wilcox,
of the Worl
Meyers, Lab
Industriali
p. 700. Al
Wilcox, Ind
pp. 26, 32,

26. Show pupils tables comparing planned growth and actual growth for different plans. Have pupils note the degree of success in achieving plans.

Ask: How does the emphasis upon heavy industry compare with that in Soviet and Chinese plans? How do you account for the difference? How can you account for the failure to achieve goals in all cases? What is the planned goal for per capita income at the end of third five year plan? Why do you think some people suggest that India should adopt Soviet and Chinese measures to raise living levels?

Malenbaum, dian Develo 228-30; Ward West, p. 24 joy, Indust Underdevelo 167-172.

27. Have a group of students roleplay a discussion among Indian leaders on the next five year plan. They should discuss the weaknesses and strengths of the last plan, what they wish to emphasize in the next plan, how the capital can be raised to put the plan into effect, and how much public as against private investment should be made.

Ward, India, 13, 15; Lew India. Wilco of the World cox, India at 46-49.



echniques of planning with those used by the land by China.

ect graphs showing what happened to agricultural trial production during India's five year plans. ls figure the percent of growth during these compare it to the percent of population growth. Have the plans succeeded in improving living eatly?

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Bronson, Asia in Ferment, p. 56; Wilcox, et.al., Economies of the World Today, p. 113; Meyers, Labor Problems in the Industrialization of India, p. 700. Also see figures in Wilcox, India and Pakistan, pp. 26, 32, 46-49.

Malenbaum, Prospects for Indian Develorment, pp. 209, 212, 228-30; Ward, India and the West, p. 242. Also see Mountjoy, Industrialization and ' Underdeveloped Countries, pp. T67-172.

roup of students roleplay a discussion among in- ers on the next five year plan. They should dis- 13, 15; Lewis, Quiet Crisis in weaknesses and strengths of the last plan, what to emphasize in the next plan, how the capital ised to put the plan into effect, and how much against private investment should be made.

Ward, <u>india</u> and the West, chs. India. Wilcox, et.al., Economies of the World Today, ch. 5; Wilcox, India and Pakistan, pp. 32, 46-49.



- G. The rational use of resources calls for the use of more of those resources in large supply as a substitute for those in short supply, even if a different balance might increase output per man hour.
- G. At pny specific time the total economic output is affected by the quantity and quality of productive resources, by the level of technology, and by the efficiency of the organizational structure.
- G. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.
- G. The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investments) needed to achieve a given growth rate.
- G. At any specific time the total economic output is affected by the quantity and quality of productive resources, by the level of technology, and by the efficiency of the organizational structure.
- G. Man changes the character of the earth.

- India's inability to obtain en for investment makes progress large part upon foreign aid.
 - a. U.N. agencies have attempte living levels through techn health teams, and long-term
 - b. The U.S., through private i groups and through governme has tried to improve economic
 - c. The U.S.S.R. has aided Indifinancially than the U.S. b spectacular ways.
 - d. Economic aid to be successformer operation with India in the nancing, and execution of p



resources calls
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oductive capacity the population, ship involved to ag the savings (and ed to achieve a

ime the total affected by the ity of productive level of technol-fficiency of the ructure.

haracter of the

- 6. India's inability to obtain enough capital for investment makes progress dependent in large part upon foreign aid.
 - a. U.N. agencies have attempted to improve living levels through technical aid, health teams, and long-term loans.
 - b. The U.S., through private individuals and groups and through governmental agencies, has tried to improve economic levels.
 - c. The U.S.S.R. has aided India far less financially than the U.S. but in several spectacular ways.
 - d. Economic aid to be successful involves cooperation with India in the planning, financing, and execution of projects.



28. Have a panel discuss the role of foreign aid in increasing production in India. The panel should include a discussion of the role of the U.N., of the U.S. and of the U.S.S.R. It should mention community development programs of Civic Ed. only briefly, merely showing how some private groups in the U.S. have helped instigate and initiate such programs. Afterwards, compare the amount and type of aid from Soviet Union and U.S.

Wilcox, et.al the World Tod omy, U.S. For pp. 126-127,

29. Show the film Bhakra Nangal or the great dam erected in the Punjab. Discuss the importance of such projects for India and the role of foreign aid.

Or have a student report on this dam and tell about other projects of a similar variety. He should show pupils maps showing dams and the extent of irrigation projects.

Film availabl portation cos formation Ser 2107 Massachu Wash., D.C. Readings, pp. atlases.



el discuss the role of foreign aid in increastion in India. The panel should include a disthe role of the U.N., of the U.S. and of the It should mention community development programs ly, merely showing how some private groups in ave helped instigate and initiate such programs. , compare the amount and type of aid from Soand U.S.

Wilcox, et.al., Economies of the World Today, ch. 5. Pentomy, U.S. Foreign Aid. Editors of Civic Ed. Service, India, pp. 126-127, 150.

ilm Bhakra Nangal on the great dam erected in Discuss the importance of such projects for the role of foreign aid.

student report on this dam and tell about other f a similar variety. He should show pupils ng dams and the extent of irrigation projects.

Film available free for transportation costs only from Information Service of India, 2107 Massachusetts Av., N.W. Wash., D.C. See Stavrianos, ed., Readings, pp. 624-25. Use atlases.



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At any specific time the total economic output is affected by the quantity and quality of productive resources, by the level of technology, and by the efficiency of the organizational structure.

- 7. Projects to improve living le instituted at the community Community Development Program and other foreign foundations
 - a. Community Projects involve fronts: improved agricult through improved seed and, proved health; education; portation; rural credit sy housing; cooperatives; and government forms.

- G. Some values are conducive to change; some make planned change difficult.
- G. Where people have adopted a fatalistic attitude, change is much less likely than in societies where people believe that a "high degree of mastery over nature and social conditions is possible."
- b. Introducing technological easy. Indian, American, a have found that following ples seems to promote accommendate other actions seems istance to change.
 - Some values are conduct some make planned change



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time the total eis affected by the hality of productive the level of techthe efficiency of bonal structure.

- 7. Projects to improve living levels have been instituted at the community level in the Community Development Program and by missions and other foreign foundations.
 - a. Community Projects involve work on several fronts: improved agricultural production through improved seed and techniques; improved health; education; improved transportation; rural credit system; improved housing; cooperatives; and revival of local government forms.

- e conducive to change; ned change difficult.
- ave adopted a fatalischange is much less societies where peoat a "high degree of ature and social consible."
- b. Introducing technological change is not easy. Indian, American, and U.M. workers have found that following certain principles seems to promote acceptance of change, whereas other actions seem to arouse resistance to change.
 - 1) Some values are conducive to change; some make planned change difficult.



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30. Have a panel present a discussion of The Community Development Program. Or have all pupils read from a variety of sources on the program. Discuss the key features of the program.

Bothwell, Courage, las India Change Pilot Project India, pp. Patterns of Grimes, Ind dom, pp. 30 Ambassador' Roosevelt. ening East, India and t 94. Wiser, ch. 11. Stal pp. 626-30, India, The ch. 4.

31. Have a pupil tell class about work of private religious missions in trying to bring about changes in villages.

Moomaw, The pp. 33-36, 4 140. Felton, the Land, pp.

Or show the film friends of the Village on work of agricultural aid from private foundations.

Free rental tion Film D Av., N.Y.

Foster, <u>Irad</u>

and the Impa

Change . Mead

and Technold

181, 192, 19

32. Have another panel discuss Problems of Introducing and Grining Acceptance of Technological Change. Give pupils planty of time for this panel since it is a cricial one for this unit. Then have a follow-up discussion. Present dditional examples of problems of inducing change and cinds of help anthropologists give.

soms in the man Problems case #4. Sta

deve all pupils road one or two case studies with de-

in World His 70. Pentomy,



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el present a discussion of The Community De-Program. Or have all pupils read from a va-> ources on the program. Discuss the key feahe program. Bothwell, Cobras, Cows and Courage, last ch. Zinkin, <u>India Changes</u>, ch. 15. Mayer, Pilot Project, India. McClellan, India, pp. 86-88. Dean, New Patterns of Dem. in India, ch. 8. Grimes, India, 15 Years of Freedom, pp. 30-43. Chester Bowles, Ambassador's Report, ch. 14. Roosevelt, India and the Awakening East, pp. 123-30. Ward, India and the West, pp. 186-94. Wiser, Behind Mud Walls, ch. 11. Stavrianos, Readings, pp. 626-30, 614-15 Wotinsky, India, The Awakening Giant, ch. 4.

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e Film Friends of the Village on work of agaid from private foundations.

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pils read one or two case studies with deof problems faced in concrete situations.

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Moomaw, The Farmer Speaks, pp. 33-36, 46-48, 94-97, 138-140. Felton, Hope Rises From the Land, pp. 77-103.

Free rental from Ford Foundation Film Div., 477 Madison Av., N.Y. 1953 film, 45 min.

Foster, Iraditional Cultures and the Impact of Technical Change. Mead, Culture! Patterns and Technological Change, pp. 181, 192, 196, 201. Nair, Blossoms in the Dust. Spicer, Human Problems in Technical Change, case #4. Stavrianos, Readings in World Hist., pp. 565-66,569-70. Pentomy, Underdeveloped Lands.

Change in society is likely to occur more frequently or more readily in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

- a) All cultures tend to pects where change is others where it is no
- b) Some cultures value change for their own cultures are much mor change in many areas people who reject now or view them with sce
- c) Some societies are su those with new ideas; tend to change much m those in which new id comed.
- d) Where people have ado tic attitude, change likely than in so et ple believe that "h mastery over natoe a ditions is possible."
- e) Change in society is more frequently or mo the less basic, less charged, more instrumenical aspects than in as basic values, primalations, territorial astability, and prestig
- f) The more a social char or appears to threater tional values of the s greater the resistance change and the greater cost in social and per

G. The more a social change threatens or appears to threaten the traditional values of the society, the greater the resistance to that change and the greater its attendant cost in social and personal



ety is likely to ocently or more reads basic, less emoed, more instrumenal aspects than in basic values, primtions, territorial stability, and pres-

- a) All cultures tend to have some aspects where change is valued and others where it is not valued.
- b) Some cultures value "novelty and change for their own sake." Such cultures are much more likely to change in many areas than those of people who reject novelty and change or view them with scepticism.
- c) Some societies are suspicious of those with new ideas; such societies tend to change much more slowly than those in which new ideas are welcomed.
- d) Where people have adopted a faralistic attitude, change is much likely than in so eties where neople believe that "high degree of mastery over natile and social conditions is possible."
- e) Change in society is likely to occur more frequently or more readily in the less basic, less emotionally charged, more instrumental of technical aspects than in such unings as basic values, primary group relations, territorial and religious stability, and prestige systems.
- f) The more a social change threatens or appears to threaten the traditional values of the society, the greater the resistance to that change and the greater its attendant cost in social and personal disor-

ial change threatens threaten the tradiof the society, the sistance to that greater its attendcial and personal

disorganization.

- A. BELIEVES THAT THE SOCIAL SCIENCES CAN CONTRIBUTE TO MEN'S WELFARE BY PROVIDING INFORMATION AND EXPLANATORY GENERALIZATIONS WHICH HELP THEM ACHIEVE THEIR GOALS.
- G. Outsiders may fail to introduce change if they fail to fit the change into the value system of the society to be changed.
- G. Ill-considered attempts to introduce change may backfire and arouse relistance to future attemps at change.

ganization.

- g) Social changes, however are desired by the ped can be assimilated with ruption in the course tion movements. Chang not desired, even quit can be put into effect siderable social and g
- 2) Attempts by outsiders to change may fail if the or to study the existing curin order to find out the isting practices.
 - a) Attempts by outsiders change may fail if the fail to study the eximple organization thorough make changes congruent structures.
 - b) Outsiders may fail to change if they fail t into the value system to be changed.
 - c) Ill-considered attemp change may backfire a sistance to future at change.
 - d) The innovator may fai analyze his own role social structure of t wishes to change.



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THE SOCIAL SCIENCES
E TO MEN'S WELFARE
INFORMATION AND EXERALIZATIONS WHICH
IEVE THEIR GOALS.

fail to introduce y fail to fit the he value system of be changed.

d attempts to introay backfire and ance to future atge. ganization.

- g) Social changes, however large, that are desired by the people involved, can be assimilated with little disruption in the course of revitalization movements. Changes that are not desired, even quite small ones, can be put into effect only at considerable social and personal cost.
- 2) Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing culture thoroughly in order to find out the basis for sections.
 - a) Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing social organization thoroughly in order to make changes congruent with existing structures.
 - b) Outsiders may fail to introduce change if they fail to fit the change into the value system of the society to be changed.
 - c) Ill-considered attempts to introduce change may backfire and arouse resistance to future attempts at change.
 - d) The innovator may fail if he does not analyze his own role and place in the social structure of the group he wishes to change.



G. Those from another culture who attempt to induce technological change may fail to communicate with the people of the underdeveloped country.

- e) Those attempting to i change will fail if t arouse a feeling that needed.
- f) Those from another cu tempt to induce techn may fail because they stand how the people, developed country per things.
- g) Those from another cu tempt to induce techn may fail to communica ple of the underdevel
- h) The attempt of outsid duce change may fail to remember that form diffused than function
- i) Attempts by outsiders change may fail when made to transfer too assemblage of traits.
- j) The innovator with lo must be aware that so wishes to introduce m with others he wishes in the context of the attempting to change, has ramifications thr tire culture; these a dictable in only a sm social scientists.



other culture who duce technological il to communicate le of the underde-

- e) Those attempting to introduce change will fail if they fail to arouse a feeling that change is needed.
- f) Those from another culture who attempt to induce technological change may fail because they fail to understand how the people of the underdeveloped country perceive certain things.
- g) Those from another culture who attempt to induce technological change may fail to communicate with the people of the underdeveloped country.
- h) The attempt of outsiders to introduce change may fail if they fail to remember that form is more easily diffused than function and meaning.
- Attempts by outsiders to introduce change may fail when attempts are made to transfer too complex an assemblage of traits.
- j) The innovator with long-range goals must be aware that some changes he wishes to introduce may interfere with others he wishes to introduce in the context of the culture he is attempting to change, as any change has ramifications throughout an entire culture; these are still predictable in only a small degree by social scientists.



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- G. To be successful, a person who tries to introduce technological change into a country must analyze many factors before selecting techniques to be used.
- G. It helps if someone with great authority and prestige can be induced to be first in adopting an innovation.
- G. Securing participation by the people in all phases of the innovation process gives people a chance to develop a feeling or need for it and enables them to work out adjustments in their own way.

- To be successful, a person what to introduce technological characteristics a country must analyze many the before selecting techniques.
 - a) There are many helpful techniques
 in facilitating voluntary
 - It helps if someone wanthority and prestige induced to be first in an innovation.
 - (2) In situations of plant tary change, success of may be largely a resu perception of the inno by the people he is t influence.
 - (3) Securing participation people in all phases of novation process gives a chance to develop a need for it and enable work out adjustments own way.
 - b) The nature of the innovat relevance to the best tec can be employed to facili tance.
 - (1) In situations where may be passed, afte dual demonstration to person, inde



person who tries logical change analyze many eting techniques

with great lige can be inn adopting an

ion by the peof the innovation e a chance to deneed for it and rk out adjustments

- To be successful, a person who tries to introduce technological change into a country must analyze many factors before selecting techniques.
 - a) There are many helpful techniques in facilitating voluntary change;
 - It helps if someone with great authority and prestige can be induced to be first in adopting an innovation.
 - (2) In situations of planned voluntary change, success or failure may be largely a result of the perception of the innovator held by the people he is trying to influence.
 - (3) Securing participation by the people in all phases of the innovation process gives people a chance to develop a feeling or need for it and enables them to work out adjustments in their own way.
 - b) The nature of the innovation has relevance to the best techniques that can be employed to facilitate acceptance.
 - (1) In situations where innovation may be passed, afte individual demonstration person to person, inde of the



innovators, the problem ly one of presentation.

- (2) In situations where the need for the innovation passed along independent the new alternative it quire specialized known training, continued reships must be establist tween innovators and s
- (3) Some innovators depend participation and grou ments such as communit ment programs.
- 7. Despite promises by the government, form has lagged. Bhave, a disciple hi, started a movement to obtain gilland for distribution to the landle
- G. Class structure may inhibit social change because upper class members will fear loss of rights.

- G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.
- G. Some values are conducive to change; some make planned change difficult.



innovators, the problem is largely one of presentation.

- (2) In situations where the felt need for the innovation can be passed along independently, but the new alternative itself require specialized knowledge and training, continued relationships must be established between innovators and subjects.
- (3) Some innovators depend on group participation and group adjustments such as community development programs.

inhibit social class members ghts.

7. Despite promises by the government, land reform has lagged. Bhave, a disciple of Gandhi, started a movement to obtain gifts of land for distribution to the landless.

em faces scarlough productive / all human wants.

ducive to change; nange difficult.



33. Show the film <u>Bhooden Yatra</u> on Bhave's walking tour to obtain land gifts for the landless or have a pupil give an oral report on Bhave.

Film: Bhood utes, inform India. Tennyson. In

Ask several students to assume the roles of a wealthy Indian landowner, a landless peasant, an agricultural expert from the U.S., and a Chinese economist. They should discuss India's progress in land reform.

34. Have an Indian student attending a local college tell the class about problems facing his country in the economic area and what his country is doing about them. Preferably, invite a student who is doing work in some technical field.



-74-

m Bhooden Yatra on Bhave's walking tour to gifts for the landless or have a pupil give rt on Bhave.

Film: <u>Bhooden Yatra</u>, 22 minutes, information Service of India.
Tennyson, <u>India's Walking Saint</u>.

students to assume the roles of a wealthy wner, a landless peasant, an agricultural the U.S., and a Chinese economist. They ass India's progress in land reform.

an student attending a local college tell the problems facing his country in the economic at his country is doing about them. Preferably, dent who is doing work in some technical field.



S. Generalizes from data.

- G. Some values are conducive to change; some make change difficult.
- A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW.
- 8. Indians consider the population of India's most serious problem which could prevent a success living levels. The population remains precarious and drought famine as it did during the win 66. Under the five year plans tried to plan for a record bit far the plans have not a complete as much as the government had he

- S. Generalizes from data.
- S. Applies previously-learned concepts and generalizations to new data.

S. Revises generalizations in the light of new data.



m data.

conducive to change; e difficult.

THE FREE EXAMINATION UDES AND DATA. SEARCHES FERENT POINTS OF VIEW.

8. Indians consider the population explosion one of India's most series problems -- a problem which could prevent success in raising living levels. The population-food balance remains precarious and drought can still bring famine as it did during the winter of 1965-66. Under the five year plans, India has tried to plan for a receed birth rate; so far the plans have not complished nearly as much as the government had hoped.

m data.

sly-learned concepts ions to new data.

zations in the light

35. Have a pupil give a report comparing Pakistan's economic problems and development with those of India. Discuss reasons for similarities and differences.

Campbell, Pakistar Democracy, ch. 6; Pakistan, Yesterdar pp. 157-187; Wilco and Pakistan, pp. 61-64.

36. Tell pupils about Plan allotments of funds to try to reduce birth rate. Why does government think this program important? What difficulties stand in the way of the program?

McClellan, ed., I Trow, "India's Ha Control Program," Dec. 14, 1967, pp Dunbar, "India," 19, 1968, p. 37.

37. Now have a group of pupils compare the methods used by India to bring about economic progress with those used by China and the U.S.S.R. Or have the class as a whole make this comparison.

Gill, Economic Dev ch. 6; Pentomy, Ur Lands, ch. 6.

Discuss: If you lived in an underdeveloped country of Asia or Africa, which system would appeal most to you? Why? What is the danger of assuming one system to be better than another just because it has higher levels of living and productivity?

38. Say: Last year you studied Rostow's stages of economic with and applied them to the United States. This year plooked at these stages in connection with Britain. Do you think Rostow's stages can be applied at all to Ir ia? If so, what stage do you think India is in now? How can you justify your claim? Does India exhibit some characteristics which you could not fit into this stage?



e a report comparing Pakistan's economic velopment with those of India. Discuss larities and differences.

ut Plan allotments of funds to try to re-Why does government think this program t difficulties stand in the way of the Campbell, <u>Pakistan</u>, <u>Emerging</u>
Democracy ch. 6; Wilbur,

<u>Pakistan</u>, Yesterday and Today,

<u>pp. 157-187</u>; Wilcox, <u>India</u>
and <u>Pakistan</u>, pp. 27-28, 33,
61-64.

McClellan, ed., <u>India</u>. Trow, "India's Haphazard Birth Control Program," <u>Reporter</u>, Dec. 14, 1967, pp. 35-36. Dunbar, "India," <u>Look</u>, March 19, 1968, p. 37.

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Gill, Economic Development, ch. 6; Pentomy, <u>Underdeveloped</u> Lands, ch. 6.



- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, or whatever else is a part of the cultural system.
- G. All the institutions in a society are related; because of this relationship, a change in one institution is likely to affect other institutions.
- G. Major shifts in the economic basis of livelihood are almost always followed by significant changes in the nature of family organization and role of women.

- V. A culture is a logically, integrate sense-making whole; consequently, a change in any phase of it cannot oc changing other phases of it.
 - A. Major shifts in the economic basi are almost always, as in India, f significan changes in the nature ganization and the role of women.



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ons in a society use of this relae in one instituaffect other in-

he economic basis almost always ficant changes in nily organization

- V. A culture is a logically, integrated, functional, sense-making whole; consequently, any significant change in any phase of it cannot occur without changing other phases of it.
 - A. Major shifts in the economic basis of livelihood are almost always, as in India, followed by significan changes in the nature of family organization and the role of women.



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What stage do you think India was in prior to the period of English rule? Why do you think so? What stage do you think India was in at the end of English rule? Why do you think so? Are there any characteristics which would make you doubt your classification of India at the end of English rule? (Have pupils examine their classification and Rostow's stages critically. For example, suppose pupils claim that India was at the end of the English period or is at present in the takeoff stage. Have pupils look once again at the characteristics of this stage as outlined in Rostow's book. Does or did India in the period in question satīsfy all of these criteria? Has India's growth during the period in question been consistent enough to live up to the criteria which Rostow established?)

Have all pupils read books and other selections which describe life among upper class Indians and the changes taking place among them. Some could read novels, some non-fictional accounts of changes, and some short selections. Discuss the changes and the factors which have brought about these changes. Cyrithia Bow India. Sahga Chocolate Calindia. Guth bassador. Sings in Wor 56 Zinkin, chs. 4-5. Mu of Men, ch.



-78-

o you think India was in prior to the period ule? Why do you think so? What stage do you was in at the end of English rule? Why do ?? Are there any characteristics which would be your classification of India at the end ule? (Have pupils examine their classification's stages critically. For example, supclaim that India was at the end of the Engor is at present in the takeoff stage. Have once again at the characteristics of this lined in Rostow's book. Does or did India d in question satīsfy all of these criteria? growth during the period in question been nough to live up to the criteria which Roshhed?)

Pils read books and other selections which se among upper class Indians and the changes among them. Some could read novels, some all accounts of changes, and some short selscuss the changes and the factors which have at these changes.

Cynthia Bowles, At Home in India. Sahgal, Prison and Chocolate Cake. Rau, Home to India. Guthrie, Madame Ambassador, Stavrianos, Readings in World History, pp. 652-56 Zinkin, India Changes, chs. 4-5. Murphy, In the Minds of Men, ch. 4.



- G. An individual brought up in one culture and then thrust into and other (or returning to another), faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.
- G. Although it is difficult to change a caste system, such systems do change as a result of economic and ideological changes.
- G. Changes in the educational system may affect class structure; the more widespread the system of education, the greater the mobility between classes.
- G. Culture traits may change by a process of diffusion.
- G. The more industrialized and urbanized the society, the greater the mobility between classes.

-79-

- B. Transportation, housing, urban liveral, and factory work all contributions of caste lines in the citemore, western ideas about the equaportunity for individuals have spreaded indians and are forces for caste system.
 - Technological changes make old obsolete and create the need for new types of jobs for which no
 - Industrialization and horizonta make it difficult for people to caste members from passing ther different castes; furthermore, makes it difficult to keep cast in the same way that they are
 - 3. Changes in the caste system have part from contact with cultures ent kinds of stratification; challed in part from diffusion dideas about democracy -- ideas equality of opportunity for incomparing the system.



-79-

e is always changing, or elements persist ds of time.

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difficult to change such systems do ult of econome and nges.

educational system s structure; the the system of eduater the mobility

may change by a usion.

rialized and urbany, the greater the n classes.

- B. Transportation, housing, urban living in general, and factory work all contribute to the blurring of caste lines in the cities. Furthermore, western ideas about the equality of opportunity for individuals have spread to educated Indians and are forces for change in the caste system.
 - Technological changes make old caste jobs obsolete and create the need for labor in new types of jobs for which no castes exist.
 - 2. Industrialization and horizontal mobility make it difficult for people to prevent caste members from passing themselves off as different castes; furthermore, urban living makes it difficult to keep castes separated in the same way that they are in villages.
 - 3. Changes in the caste system have resulted in part from contact with cultures with different kinds of stratification; change has resulted in part from diffusion of ideological ideas about democracy -- ideas which support equality of opportunity for individuals.



 Project tables showing attitudes of college students toward marriage and the role of women. Discuss. Also quote passage from Lyons on reactions she found.

Have a pupil report briefly on problems facing young people of India because of these changes (see Riddle).

Cormack, She cock pp. 8
Lyon, Just Hal pp. 76-78. R in Action, p Trumbull, Indence, pp. 3
India Change

3. Project tables showing thitudes of college students and families toward caste sk: What changes, if any, do you notice between the attitudes and attitudes during the 19th century?

Have a pupil give a report on Changes in the Caste System." Be sure to discuss the degree of change, where changes are most noticeable, and the causes of change.

Zinkin, Indi pp. 81-87, 9 Zinkin, Gast Dean, New Pa In India, pp India, 15 Ye pp. 39-42. N of Men, pp. college stud She who Ride



les showing attitudes of college students toage and the role of women. Discuss. Also age from Lyons on reactions she found.

il report briefly on problems facing young peoia because of these changes (see Riddle). Cormack, She Who Rides A Peacock, pp. 8-8, 105-07, 1-10-11.

Lyon, Just Half a World Away, pp. 76-78. Riddle, Am Society in Action, pp. 7-11. See also Trumbull, India Since Independence, pp. 30-32. Zinkin, India Changes, chs. 4-5.

bles showing attitudes of college students and oward caste. Ask: What changes, if any, do between these attitudes and attitudes during entury?

il give a report on Changes in the Caste Sysure to discuss the degree of change, where e most noticeable, and the causes of change. Zinkin, India Changes, ch. 2, pp. 81-87, 90-96, ch. 10. Zinkin, Gaste Today, chs. 4-5. Dean, New Patterns of Democracy In India, pp. 35-40. Grimes, India, 15 Years of Freedom, pp. 39-42. Murphy, in the Minds of Men, pp. 98-104. Tables on college students in Cormack, She Who Rides a Peacock, p. 126.

- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, or whatever else is a part of the cultural system.
- S. Generalizes from data.
- G. The greatest push to improve levels of living is more likely to come from those above the bottom strata of society than from those at the bottom.

- G. Government action may create the conditions for the enjoyment of freedom and, basically, it may create the conditions of order and stability without which the freedom means nothing; it may also curb non-governmental menaces to freedom.
- S. Sets up hypotheses.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological in social organization, or whatever else is a part of the cultural system.

-81-

- C. Changing economic life has affected degree the pervasiveness of religion ciety.
- D. Cities are rocal roints of change, and economic change begins among the classes and spreads downward to the inarticulate lower classes and outwo countryside.
- E. Despite Many handicaps, the new governade progress on many social ants
 - Untouchability is cutlewed by the tion. Although discrimination s to some extent, the government hard to eliminate it.
 - Progressis being made in raising rates which in turn is affecting progress. Educational reforms fecting social changes.



ect of a culture on other aspects; y whether they in social organ-ver else is a part

-81-

C. Changing economic life has affected to some degree the pervasiveness of religion in society.

data.

to improve levels likely to come the bottom strata rom those at the

D. Cities are focal points of change. Most social and economic change begins among the upper classes and spreads downward to the traditional inarticulate lower classes and outward to the countryside.

n may create the ne enjoyment of cally, it may lions of order hout which the thing; it may alnmental menaces

- E. Despite Many handicaps, the new government has made progress on many social ants.
 - 1. Untouchability is outlawed by the constitution. Although discrimination still exists to some extent, the government is trying hard to eliminate it.
 - Progresse is being made in raising literacy rates which in turn is affecting economic progress. Educational reforms are also effecting social changes.

pect of a culture on other aspects; ify whether they are social organization, is a part of the



-82-

- 4. Discuss: What impact would you expect the changing economic and caste conditions to have upon the role of religion in India?
- 5. Review what pupils have learned about leaders in political, social and economic change in India. Where have they come from? Why do they seem to come from urban groups and from upper and middle classes? Does this data support the generalizations developed in the unit on the U.S.S.R. that "Those who benefit more from the stratification system are most likely to oppose change?" What changes have such people opposed? What changes have they promoted?
- 6. Tell the class that the India Constitution outlaws Untouchability. Discuss: What other programs are aimed at raising the level of Untouchables? (Draw upon books which pupils have read.)
- 7. Project a graph showing changes in school attendance from 1947 to 1961. Discuss: What do you think would be some of the effects of this change?

Fersh, India: Transition, P.



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h showing changes in school attendance from Discuss: What do you think would be some soft this change?

Fersh, India: Tradition in Transition, p. 225.



S. Checks on completeness of data.

- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, or whatever else is a part of the cultural system.
- G. Changes in the birth and death rates can have important effects upon a society.
- G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, or whatever else is a part of the cultural system.
- G. Although culture is always changing, certain elements or traits persist over long periods of time.
- S. Generalizes from data.
- S. Considers alternative courses of action.

- Health campaigns have made great p in eradicating epidemics.
- 4. Religious differences have, to a gettent, been played down so that all groups are working together, despireligious clashes which marked independent and a few clashes since then.

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ct of a culture n other aspects; whether they n social organr else is a part tem.

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always changing, traits persist f time. 3. Health campaigns have made great progress in eradicating epidemics.

4. Religious differences have, to a great extent, been played down so that all religious groups are working together, despite the religious clashes which marked independence and a few clashes since then.

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ve courses of action.



8. Have a pupil make one graph comparing present-day literacy in India and that in China, the U.S.S.R., Britain, and the U.S. Have him make another graph showing increased literacy in India since 1961. Discuss: Why is it difficult to make these comparisons?

Statesmen's Year

 Have a pupil give a report on changes in the educational system and effects of increased education and new educational policies. Fersh, India and Grimes, India, 1! Freedom, pp. 42-sky, India, The Giant, ch. 5. Ed Civic Ed. Service

- 10. Discuss: What are the causes of the declining death rate? Is the government's health program helping or hurting India?
- 11. Have a pupil give an oral report on the government policies to reduce religious clashes and the degree of success achieved.
- 12. Have several pupils role play an interview between an American reporter and Indians who have traveled around India and have written books about their reactions. Or have a pupil prepare a written mock interview on the same topic.

Ved Mehta, Walkir Streets, 1959; Do Gode Away -- An 1960.

13. Have a group of students assume the roles of the Indian cabinet to discuss needed social reforms in India today.

(This can be an informal role-playing session, based up-/

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ke one graph comparing present-day litand that in China, the U.S.S.R., Britain, ave him make another graph showing in-, in India since 1961. Discuss: Why is make these comparisons? Statesmen's Yearbook.

ve a report on changes in the educational cts of increased education and new educa-

Fersh, India and S. Asia.
Grimes, India, 15 Years of
Freedom, pp. 42-45. Woytinsky, India, The Awakening,
Giant, ch. 5. Editors of
Civic Ed. Service, India, ch. 12.

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Ved Mehta, Walking the Indian Streets, 1959; Dom Moraes, Gode Away -- An Indian Journal, 1960.

students assume the roles of the Indian user ded social reforms in India today. is all role-playing session, based up-

S. Reads for main ideas.

VI. India has a parliamentary, federal system has ified greatly by Indian traditions and

G. Cultural traits may change through a process of diffusion.

A. India's constitution is modelled as ument prepared for it by the Britis earlier date, and it has sections while parts of the U.S. constitution.

G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency and diversity.

B. India's governmental structure is a tem, but the central government has power than do most central governme federal systems. On the other hand government permits the state govern more power over carrying out federa than in many federal systems.



eas.

VI. India has a parliamentary, federal system of government; however, the Indian system has been modified greatly by Indian traditions and problems.

may change through

A. India's constitution is modelled after the document prepared for it by the British at an earlier date, and it has sections which resemble parts of the U.S. constitution.

greater homage than to local differences tit also pays the inconsistency and



B. India's governmental structure is a federal system, but the central government has far more power than do most central governments within federal systems. On the other hand, the central government permits the state governments to have more power over carrying out federal policies than in many federal systems.

on earlier activities.)

Have pupils read about the political system of India. They should be asked to look for similarities and differences between the Indian system and the systems of Britain and of the U.S. Fersh, India and pp. 68-74; Fersh, dition in Transition 222; Lengyer, Sublindia, pp. 84-92; India: 15 Years opp. 9-21; Kublin, the World Today, rianos, Global Hi 30; Fersh, Story pp. 140-142; Edit Ed. Service, Indiala.

- 2. Have pupils read excerpts from the Indian Constitution and from the Govt. of India Act of 1935, to show comparisons be en them. Discuss: Why do you think the newly independent country adopted a constitution which had been prepared by its former ruler?
- 3. Now have pupils read excerpts from the Indian Constitution which resemble sections of the U.S. Constitution. Discuss: Do these sections remind you of anything? What? Why do you think they were included in the Indian Constitution?

Stavrianos, Readi History, pp. 608sections are like ments.)

4. Hold a discussion in which pupils compare the federal system in India with the federal system in the U.S. and in U.S.S.R. and with the unitary system of Britain.

Now have two pupils who have read further and prepared wall charts to illustrate comparisons, add to what pupils have found in their brief readings.

Palmer, <u>Indian Po</u> tem. Chester Bowl dor's Report, chs



ities.)

about the political system of India. sked to look for similarities and een the Indian system and the systems f the U.S.

Fersh, India and S. Asia, pp. 68-74; Fersh, India: Irandition in Transition, pp. 219-222; Lengyer, Subcontinent of India, pp. 84-92; Grimes, India: 15 Years of Freedom, pp. 9-21; Kublin, India and the World Today, ch. 5; Stavrianos Global Hist., pp. 528-30; Fash, Story of India, pp. 0-142; Editors of Civic Ed. Service, India, pp. 112-121.

excerpts from the Indian Constitution t. of India Act of 1935, to show combine them. Discuss: Why do you think the structury adopted a constitution which by its former ruler?

read excerpts from the Indian Constituble sections of the U.S. Constitution. ese sections remind you of anything? bu think they were included in the Inon?

on in which pupils compare the federal with the federal system in the U.S. and with the unitary system of Britain.

lls who have read further and prepared limitate comparisons, add to what puliFRICir brief readings.

Stavrianos, Readings in World History, pp. 608-609 (Some sections are like U.S. documents.)

Palmer, Indian Political System. Chester Bowles, Ambassador's Report, ths. 10-11.

- S. Generalizes from data.
- Applies concepts and generalizations to new data.
 - S. Sets up hypotheses.

-87-

- 1. The central government can cha boundaries and set up new stat the consent of the state.
- 2. The central government appoint ernors who must approve laws plegislatures and who appoint the winning party to executive governor can dissolve the state furthermore, the central governgive final approval to state le
- 3. The central ogvernment (through dent) can step in and run a staif it believes that an emergence such action. However, the leng control is strictly limited.
- 4. There is only one judicial syst the two in the U.S.
- 5. The central government, however state governments much more conmany countries in the carrying laws and economic plans. Indeed ern economists see this decentrate of carrying out economic plans a stumbling blocks to the succession planning in India.
- 6. The Indian government is trying old village community government with the community development



data.

and generalizations

es.

-87**-**

- 1. The central government can change state boundaries and set up new states without the consent of the state.
- 2. The central government appoints state governors who must approve laws passed by state legislatures and who appoint the leader of the winning party to executive posts. The governor can dissolve the state legislature. Furthermore, the central government must give final approval to state legislation.
- 3. The central ogvernment (through the President) can step in and run a state government if it believes that an emergency calls for such action. However, the length of such control is strictly limited.
- 4. There is only one judicial system, unlike the two in the U.S.
- 5. The central government, however, permits state governments much more control than in many countries in the carrying out of federal laws and economic plans. Indeed, some western economists see this decentralized system of carrying out economic plans as one of the stumbling blocks to the success of economic planning in India.
- 6. The Indian government is trying to revive the old village community government to help with the community development or agrams.



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Discuss: How suitable is the federal system in India for India's situation and problems? How easy would it be to carry out centralized economic planning under this federal system? (Quote economists about some of these difficulties.)

Lamb, <u>India</u>, A <u>sition</u>, pp. 204 Weiner, <u>Party P</u> dia.

5. Have a pupil compare the village community government system with local governments for towns and cities in U.S.

Dean, New Patter racy in 'ndia, p Lamb, In 'a, a v sition, pp. 215-



-88-

litable is the federal system in India lation and problems? How easy would it centralized economic planning under stem? (Quote economists about some of les.)

Lamb, <u>India</u>, A <u>World in Transition</u>, pp. 204-210; See also Weiner, <u>Party Politics in India</u>.

mpare the village community government al governments for towns and cities in

Dean, New Patterns of Democracy in India, pp. 96-98.
Lamb, India, a World in Transition, pp. 215-217.



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- 7. The central government, rather the states, has residual powers.
- Many factors are responsit federal system.
 - a. India's great diversity of law races, religions, and regional combined with traditions under rule to make a federal system ical to the transitional gover transitional government, indee ating under the old government pared by the British government
 - b. The new government recognized sive tendencies in the country to ensure enough power for the government to ensure its succe country's unity.
- C. India has a Parliamentary system of however, it differs somewhat both is and operation from the British system so influential in its creation.
 - l. The Indian President has more pothan the British monarch. He has tutional power to assume control cies both in the states and in the government. So far, he has used in the states only at the suggest Prime Minister. However, if a Pwere ever to be very weak and a very strong, this tradition might powerful enough to keep the Presusing his constitutional powers.

- S. Applies concepts and generalizations to new data.
- S. Generalizes from data.
- G. The separation of powers is intended to and does produce institutional deadlock and delay more often than the parliamentary system does.
- G. Political power is unevenly distributed through a population.
- G. The institutions of government constitute the arenas or the structure within which the authoritative decisions of the political process



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- 7. The central government, rather than the states, has residual powers.
- 8. Many factors are responsible for this federal system.
 - a. India's great diversity of languages, races, religions, and regional traditions combined with traditions under British rule to make a federal system seem logical to the transitional government. This transitional government, indeed, was operating under the old government act prepared by the British government.
 - b. The new jovernment recognized the divlasive tendencies in the country and wished to ensure enough power for the central government to ensure its success and the country's unity.
- C. India has a Parliamentary system of government; however, it differs somewhat both in structure and operation from the British system which was so influential in its creation.
 - 1. The Indian President has more potential power than the British monarch. He has the constitutional power to assume control in emergencies both in the states and in the central government. So far, he has used this power in the states only at the suggestion of the Prime Minister. However, if a Prime Minister were ever to be very weak and a President very strong, this tradition might not be powerful enough to keep the President from using his constitutional powers.

and generaliza-

data.

f powers is intended uce institutional ay more often than y system does.

is unevenly disa population.

of government coneas or the structure authoritative deolitical process



6. Now have the same two pupils who analyzed the federal system describe the difference between the Indian and the British Parliamentary Systems. They should use charts to help make these points.

Palmer, Inc

iscuss: Some observers have argued that the President's role constitutes a danger to democracy. Do you agree or disagree? Why? What adva tages and disadvantages are there to the parliamentary system of government? Why did the Indian Parliament in the early years have less power than the British Parliament does, despite the fact that both are parliamentary forms of government?



the same two pupils who analyzed the federal scribe the difference between the Indian and sh Parliamentary Systems. They should use help make these points.

Palmer, <u>Indian Political System</u>.

Some observers have argued that the President's titutes a danger to democracy. Do you agree or Why? What advantages and disadvantages are the parliamentary system of government? Why did no Parliament in the early years have less power British Parliament does, despite the fact that parliamentary forms of government?



are made; they thus affect those decisions.

- Applies concepts and generalizations to new data.
- S. Generalizes from data.
- G. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.
- S. Applies concepts and generalizations to new data.

-91-

- 2. In a Parliamentary system, responsible to the Parliamen years of the Indian government popularity and prestige of Parliament little real contraction Minister. This situation matchat Nehru is dead.
- 3. The lower House, elected by rage is more important than elected primarily by state the two houses disagree, the body, with each legislator the more popular lower body upper body.
- 4. The Parliament has immense of powers, including the right Constitution with the conserdent and without the consent
- O. The Indian Judiciary has the ri and can declare acts of Parliam stitutional. However, the Parl amend the constitution rather e around the Court's decisions.
 - There is only one judicial s the federal system of govern
 - The Indian Judiciary has fre American Supreme Court decis as Indian law in coming to d

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y thus affect those

-91-

- 2. In a Parliamentary system, the executive is responsible to the Parliament. In the early years of the Indian government, the immense popularity and prestige of Nehru gave the Parliament little real control over the Prime Minister. This situation may well change now that Nehru is dead.
- 3. The lower House, elected by universal suffrage is more important than the upper house, elected primarily by state legislatures. If the two houses disagree, they vote as one body, with each legislator having one vote. The more popular lower body can outvote the upper body.
- 4. The Parliament has immense constitutional powers, including the right to amend the Constitution with the consent of the President and without the consent of the states.

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rom data.

importance of the ends largely on t it has responsible ring acts of the other unconstitutional.

pts and generalizations

- D. The Indian Judiciary has the right of review and can declare acts of Parliament unconstitutional. However, the Parliament can amend the constitution rather easily to get around the Court's decisions.
 - 1. There is only one judicial system, despite the federal system of government.
 - 2. The Indian Judiciary has frequently cited American Supreme Court decisions as well as Indian law in coming to decisions.



- 7. Compare the method of amending the Indian Constitution with the methods of amending the British and the U. S. constitution. Ask: Which is easiest? Hardest? Given the great diversity and strong sectional interests in India, what are the advantages and disadvantages of the Indian system for India?
- 8. Have a pupil prepare a chart to show the Indian Judicial Tinker, Ind system as compared to the U.S. system (in terms of struc- pp. 172-174 ture). The pupil should tell the class about the right Wilcox, Ind of judicial review in India. Then have the class discuss pp. 41-42. the following question: In which country (the U.S., India, or Britain) is the judiciary most powerful?



e method of amending the Indian Constitution ethods of amending the British and the U.S. on. Ask: Which is easiest? Hardest? Given diversity and strong sectional interests in t are the advantages and disadvantages of the tem for India?

il prepare a chart to show the Indian Judicial Tinker, India and Pakistan, compared to the U.S. system (in terms of struc- pp. 172-174. e pupil should tell the class about the right Wilcox, India and Pakistan, I review in India. Then have the class discuss pp. 41-42. ing question: In which country (the U.S., India,) is the judiciary most powerful?



- Applies concepts and generalizations to new data.
- S. Generalizes from data.
- G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

- G. One-party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of inter-party competition.
- G. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest.
- G. Any decision is in part a product of the internalized values and perceptions of the persons making the decision.

E. The British Constitution provider of rights which greatly rethe American Constitution. How not include a due process of lehas been so important in extended

this country.

- F. The political system has been d Congress Party, although other have developed and many local f are of some importance in provi
 - The Congress party has provi for India, but factional str the party have increased sin death.
 - a. The Congress Party has tr a mixed economy, dominate ist philosophy. It has f state and social equality



opts and generalizadata.

from data.

lationship to demolose and obvious anization of majorompetition in goals, ity to oppose which esupposes, all depend gree of personal freeE. The British Constitution provides for a number of rights which greatly resemble those in the American Constitution. However, it does not include a due process of law clause which has been so important in extending rights in this country.

- F. The political system has been dominated by the Congress Party, although other national parties have developed and many local factional parties are of some importance in provincial elections.
 - 1. The Congress party has provided some unity for India, but factional struggles within the party have increased since Nehru's death.
 - a. The Congress Party has tried to establish a mixed economy, dominated by a socialist philosophy. It has favored a secular state and social equality.

stems tend to develop eness within the dombut this factional ess lacks the stability bility of inter-party

re important for the ey give to the political answers they give to tuations, and the cues they suggest.

is in part a product of ized values and perthe persons making the



- 9. Review with pupils the meaning of "due process" and the way in which the due process clause has been used in this country to broaden rights of American citizens. Remind pupils of the rights in the Indian Constitution which they read about earlier. Discuss: Do you think the rights of Indian citizens are as fully protected as those of American citizens? Why or why not? How important are these rights in the Indian Constitution to the functioning of a democratic government?
- 10. Have pupils assume the roles of leaders of different political parties in India. They should prepare brief campaign speeches to be delivered at a large outdoor political meeting. These speeches should show the point of view of the different parties.

Palmer, I System, C Lamb, Ind

11. Perhaps have a pupil give a report on Nehru, comparing him with Gandhi.

See bibli

Or show the film Jawaharial Nehru from the Wisdom Series. The film tells something of Nehru's fight for independence as well as his ideas about world problems and problems facing India.

Film: Jaw 3 reels. See also 199-203.

Discuss: Why were Nehru's values and beliefs so important to the new India?



th pupils the meaning of "due process" and the pich the due process clause has been used in this to broaden rights of American citizens. Remind the rights in the Indian Constitution which about earlier. Discuss: Do you think the Indian citizens are as fully protected as those an citizens? Why or why not? How important are that in the Indian Constitution to the function-democratic government?

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Palmer, The Indian Political System, Ch. 9. Lamb, India, pp. 223-249.

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See bibliography.

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Why\were Nehru's values and beliefs so importhe new India?



- G. The unequal distribution of power reflects the fact of political organization; individuals join into aggregates to increase their political power by joining it with others.
- G. Struggle may bring together otherwise unrelated persons and groups.

 Coalitions and temporary associations will result from conflicts where primarily pragmatic interests of the participants are involved.
- G. One-party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of inter-party competition.
- G. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society, on the government structure, and on the electoral system.

-95-

The Congress Party has elections, partly because of its reing the country to indep

- c. During the independence Gongress Party was able fering factions togethe ing drive for independe different factions have of different goals. Mo has many remaining fact In particular, the statialways support the goals party.
- d. Because of its ability national government and the state governments do years of independence, has provided considerab
- e. Nehru failed to permit a to arise to take his planthe party may not be ab dominate Indian politics of his reputation among Indian people.
- 2. No other national party has which can really provide a at the national level. How four other national parties tant at the state level and within the national Parliam Congress Party policies.



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of political parties in will depend on the basic he cohesions and conflicts ety, on the government and on the electoral sys-

-95-

The Congress Party has dominated national elections, partly because it is far better organized all over the country and partly because of its reputation in leading the country to independence.

- c. During the independence movement, the Congress Party was able to weld many differing factions together in the overriding drive for independence. Since then, different factions have split off because of different goals. Moreover, the party has many remaining factions within it. In particular, the state parties do not always support the goals of the national party.
- d. Because of its ability to dominate the national government and control most of the state governments during the early years of independence, the Congress Party has provided considerable unity for India.
- e. Nehru failed to permit any strong leaders to arise to take his place. Consequently, the party may not be able to continue to dominate Indian politics without a leader of his reputation among the masses of the Indian people.
- 2. No other national party has arisen as yet which can really provide a strong opposition at the national level. However, there are four other national parties which are important at the state level and which do operate within the national Parliament to criticize Congress Party policies.



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12. Have a pupil make and show the class a series of charts comparing the success of the Congress Party with that of other parties for the national Parliament and for state elections. (Or the teacher could prepare these charts.)

Palmer, Th System, pp Tinker, In Pp. 65-67.

Discuss: Do you think that India can be called a one-party state as some observers have claimed? Why or why not?



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make and show the class a series of charts success of the Congress Party with that of for the national Parliament and for state (Or the teacher could prepare these charts.)

you think that India can be called a oneas some observers have claimed? Why or why Palmer, The Indian Political System, pp. 222-230.
Tinker, India and Pakistan, pp. 65-67.



-97-

- a. The People's Socialist declining in strength.
- b. The Jan Sangh party is Party which rejects we and industrialization.
- c. The Freedom Party is in of states. It favors i opposes the economic po gress Party.
- d. There are a number of s the state and local lev appeal to caste, religi sectional loyalties. I to hamper development c
- e. The Communist Party proposition. It has been of one of the states, a again. The Party has brift between those who Union, those who support who wish to develop a plt has also been weaken war with China. Howeve gain considerable supposeconomic poverty and fament to show big gains The Communist Party may in the future if the econot solved.

G. Democracy does not bear_up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

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- a. The People's Socialist Party has been declining in strength.
- b. The Jan Sangh party is a Hindu communal Party which rejects western influences and industrialization.
- c. The Freedom Party is important in a number of states. It favors free enterprise and opposes the economic policies of the Congress Party.
- d. There are a number of smaller parties at the state and local level which tend to appeal to caste, religious, language, and sectional loyalties. These parties tend to hamper development of national unity.
- does not bear up well

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of one of the states, although it lost it again. The Party has been weakened by a rift between those who support the Soviet Union, those who support China, and those who wish to develop a party free from both. It has also been weakened by the border war with China. However, it is able to gain considerable support because of the economic poverty and failure of the government to show big gains in levels of living. The Communist Party may grow in importance in the future if the economic problems are not solved.

- -98-

13. Have several pupils read about communism in India and present a panel discussion on "Communism: Is It a Threat in India?"

See <u>Readers'</u> Palmer, <u>India</u>



- -98-

l pupils read about communism in India and panel discussion on "Communism: Is It a India?"

See <u>Readers' Guide</u>.
Palmer, <u>Indian Political System</u>.



S. Revises generalizations in the light of new data.

- S. Applies concepts and generalizations to new data.
- G. Effective political communication depends both on technological skills and on the skills of the population.
- G. Freedom is to a great extent culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.
- G. The unequal distribution of political power reflects the basic unequal distribution of resources, skills, and motivation in the society.
- G. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest.

- G. The Indian government faces se in attempting to develop a dem nation.
 - Illiteracy and the number of guages handicap political detions are held under serious the language problem makes cation difficult among political as with the people of

2. Differences in religion, la class and regional loyaltie cult to develop a real national china led to a great surge



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- itical communication on technological the skills of the
- p a great extent culrmined; the individual aght what the options goes about exercising should exercise them.
- listribution of politeflects the basic unbution of resources, notivation in the so-
- re important for the ey give to the politthe answers they give situations, and the ponses they suggest.

- G. The Indian government faces serious problems in attempting to develop a democratic, unified nation.
 - Illiteracy and the number of different languages handicap political democracy. Elections are held under serious handicaps and the language problem makes political communication difficult among political leaders as well as with the people of all parts of India.

 Differences in religion, language, race, and class and regional loyalties make it difficult to develop a real nation. The clash with China led to a great surge of nationalism,

-100-

Read aloud a quotation from an observer who has said that one of the chief problems facing the government of India is the development of an effective opposition party at the national level. Discuss: Do you think that such a party would have in wise during the early years of the new government? Think it would be wise now? How easy do you think it is defor such a party to develop? Do you think India will eventually develop a two party system such as in the U.S. or a multiparty system such as number of European countries? Why?

Weiner, <u>Pa</u> <u>India</u>.

- 15. Discuss: On the basis of what you already know, what problems face the Indian government in trying to develop united and democratic India?
- 16. Have a pupil prepare an oral report on how the Indian elections are conducted. Or show the film The Great Experiment on the 1952 elections.

Discuss: What problems did politicians face? What role did they play in educating voters to rights and demands of freedom? Why would some people have much more political power than others in India?

Trumbull, As Stavrianos, History, pp. India and the pp. 108-110. Political Sy Pp.221-224.Fiment, Informalia, 1958. New Patterns India, pp. 9

17. Have a pupil report on the mass media in India and the effects of the mass media on political and social life.

Zinkin, <u>Indi</u> McClellan, 6 62.



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a quotation from an observer who has said that chief problems facing the government of India looment of an effective opposition party at the looment wise Discuss: Do you think it would be wise now? How easy do think it would be wise now? How easy do look in be for such a party to develop? Do you a will eventually develop a two party system such U.S. or a multiparty system such as that found er of European countries? Why?

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Weiner, <u>Party Politics in India</u>.

Trumbull, As I See India, ch. 16. Stavrianos, Readings in World History, pp. 610-611. Roosevelt, India and the Awakening East, pp. 108-110. Palmer, Indian Political System. Lamb, India pp.221-224. Film: Great Experiment, Information Service of India, 1958, 1 reel: Dean, New Patterns of Democracy in India, pp. 92-95.

pil report on the mass media in India and the fithe mass media on political and social life.

Zinkin, <u>India Changes</u>, ch. 9. McClellan, ed., <u>India</u>, pp. 59-62.



- G. Conflict with another group (as in war) leads to the mobilization of the energies of group members and hence to have assed cohesion of the group.
- G. Although curture is always changing, certain parts or elements may persist over long periods of time.
- G. Certain facets of the social structure may inhibit marked social change and innovation.
- G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and seen as related to other issues.
- S. Applies concepts and generalizations to new data.
- G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.
- G. Political revolutions are usually the result of multiple causes.
- A. SCEPTICISM OF SINGLE-FACTOR THEORIES OF CAUSATION IN THE SOCIAL SCIENCES.

101-

but this nationalism did not the crisis. Some observers unity can be obtained only be even totalitarian ruler, alt think that it can be obtained cratic means.

3. Political democracy may coll conditions cannot be improve become worse off or see the much better conditions are tion.



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SINGLE-FACTOR THEORIES IN THE SOCIAL SCIENCES.

-101-

but this nationalism did not really outlast the crisis. Some observers predict that unity can be obtained only by a strong or even totalitarian ruler, although others think that it can be obtained through democratic means.

3. Political democracy may collapse if economic conditions cannot be improved. People who become worse off or see the possibilities for much better conditions are ripe for revolution.



102-

Show pupils a map showing the distribution of Hindus and Moslems in India and Pakistan. Discuss: What problems do you think this distribution raises? Now show a map of other religious groups and discuss problems raised for unifying the nation.

Lengyel, <u>S</u>p. 31 (map)

Have pupils read about the effects of the Chinese border clash upon Indian nationalism. They should also read about problems which have risen in attempts to develop unity within India.

Wilcox, In pp. 40, 52

18. Discuss lehru's statement: "What is on trial, in the last analysis, is whether democracy can solve the problems of mass poverty. It is a trial perhaps never before made in such an atmosphere of urgency."

Have pupils review causes of revolution as studied in previous units and earlier in this unit. Ask: Which of the causes, if any, seem present in India at the present time?



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map showing the distribution of Hindus and dia and Pakistan. Discuss: What problems this distribution raises? Now show a map gious groups and discuss problems raised for nation.

Lengyel, <u>Subcontinent of India</u>, p. 31 (map).

ead about the effects of the Chinese border dian nationalism. They should also read s which have risen in attempts to develop India.

Wilcox, <u>India and Pakistan</u>, pp. 40, 52-55.

I's statement: "What is on trial, in the , is whether democracy can solve the probpoverty. It is a trial perhaps never besuch an atmosphere of urgency."

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- S. <u>Identifies value-conflicts</u>.
- G. The community demands order and stability -- goals which may be imcompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is the central problem in all political philosophy and in all attempts to create and modify political institutions.
- S. Applies previously-learned concepts and generalizations to new data.
- S. Generalizes from data.

- G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.
- G. The decision-maker reacts to pressures from other decision-makers and to public opinion.
- G. Political decision-making is limited by marry factors: permissability, available resources, available time,

-103-

4. Because of internal and exte the government has several to oust a provincial governm of communists or to imprison other critics without benefi

 Some authorities predict a p dictatorship if India suffer tary reverses such as those border war with China.

lue-conflicts.

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-103-

4. Because of internal and external threats, the government has several times stepped in to oust a provincial government in the hands of communists or to imprison communists and other critics without benefit of trial.

5. Some authorities predict a possible military dictatorship if India suffers repeated military reverses such as those it faced in its border war with China.

104-

19. Remind pupils of how the central government stepped in to take control away from communists in Kerala. Discuss: Why were communists able to gain control in those elections? Is such a situation likely to arise again?

Palmer, India pp. 232-33. D of Democracy Lamb, India, Frazer, "Kerai Chance."

Cite several examples of cases in which Indian government has imprisoned political opponents. Compare with the situation in other countries studied thus far. Discuss: Do you think this make-over of the Kerala government and this imprisonment of opponents was justified? Why or why not?

20. Tell pupils about one prediction of a possible military take-over if the Chinese continued to make great victories in the border dispute.

Discuss: Do you think repeated military reverses would endanger democracy in India? What values in Indian culture have been opposed to large military expenditures? What other factors have made the government reluctant to spend much on defense?

21. Have a pupil give a report on the present Prime Minister of India. He should comment on the person's background, views, and success.

Use Reader's Ginformation.

Discuss: How do the characteristics of this leader compare with those of Gandhi and Nehru? (Is the person a charismatic leader? Is her strength one of organizational ability? etc.) Why do you think such a leader was able to gain power? At this time, does India seem to need a leader of the charismatic type or one with organizational strengths? Why? What factors have affected this leader's decision-making?



Is of how the central government stepped in trol away from communists in Kerala. Discuss: mmunists able to gain control in those elecsuch a situation likely to arise again?

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the charismatic type or one with organizations? Why? What factors have affected this leadconing?

Use <u>Reader's Guide</u> to locate information.

available information, and previous commitments.

- G. The type of leader differs in different situations.
- G. Political scientists have long assumed that there are social conditions which a society must meet before it can make a go of democracy; they hardly agree on what they are, but most suggest common values; a communication system, stable society, a minimum economic well-being. Although literacy no longer appears to be indispensible, there is a need for a communication system of some sort.
- A. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.
- G. Foreign policy considerations are VI affected by ideology, considerations of national self-interest, perceptions of power relationships among countries, expectations about how other nations will act, and domestic problems.

VII. India's foreign policy, like that has been based upon its views of to its best advantage, as well as and the beliefs and attitudes of



-105-

mation, and previous

ader differs in difons.

htists have long asre are social condisociety must meet beke a go of democracy; ree on what they are, st common values, a system, stable society, omic well-being. y no longer appears sible, there is a need ation system of some

F CONVENTIONAL TRUTHS AT WIDELY HELD AND S BE JUDGED IN ACCOR-NDARDS OF EMPIRICAL

leology, consideranal self-interest, power relationships s, expectations about ons will act, and do-15.

a considerations are VII. India's foreign policy, like that of any nation, has been based upon its views of what would be to its best advantage, as well as upon ideology and the beliefs and attitudes of its leaders.



22. Have a pupil read and report on Rossiter's discussion of democratic prospects in India despite the lack of conditions usually considered essential for the success of democracy. Remind pupils again of the quotation they heard at the beginning of the unit on India's getting only one chance for democracy. Quote other people on the dangers facing Indian democracy and the possibility of a totalitarian system coming to power.

Dean and Har West and Non 233. Riddle, in Action, p Selig Harris Dangerous De

Discuss: What things do you think might help promote democracy? hinderiit? (Tell pupils to keep these factors in mind when they consider U.S. policies in the next section of the unit.)

 Have all pupils read accounts of India's relations with other countries and U.S. policies toward India and Pakistan. They should try to identify the factors affecting foreign policy decisions. Grimes, Indiadom, pp. 47-continent of Fersh, India82. Kublin, Today, chs. Foreign Polipp. 291-310. Wilcox, India65-76.



I read and report on Rossiter's discussion of prospects in India despite the lack of condily considered essential for the success of Remind pupils again of the quotation they be beginning of the unit on India's getting nance for democracy. Quote other people on facing Indian democracy and the possibility tarian system coming to power.

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Dean and Harootunian, eds., West and Non-West, pp. 226-233. Riddle, ed., Am. Society in Action, pp. 115-120, Quote Selig Harrison, India: The Dangerous Decades.

upils read accounts of India's relations with tries and U.S. policies toward India and Pakey should try to identify the factors affectnoolicy decisions.

Grimes, India: 15 Years of Freedom, pp. 47-59. Lengyel, Subcontinent of India, pp. 108-122. Fersh, India and S. Asia, pp. 75-82. Kublin, India and the World Today, chs. 8-9. Macridis, ed., Foreign Policy in World Politics, pp. 291-310. Lamb, India, ch. 16, Wilcox, India and Pakistan, pp. 65-76.



- A. IS COMMITTED TO THE FREE EXAMINA-TION OF SOCIAL AITITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW.
 - G. Foreign policy:considerations are affected by idology, considerations of national self-interest, perceptions of power relationships among countries, expectations about how other nations will act, and domestic problems.

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- A. Britain's relations with India despite the earlier struggle of pendence. India became a repurithin the British Commonwealt tain a number of privileges and the Commonwealth. It set a papeen followed by some of the of which have gained freedom sind
- B. The policy of non-alignment wa on ideology but was also aimed from anyone possible, at conse for economic development, and ties with powerful neighbors.



107-

- A. Britain's relations with India have been good, despite the earlier struggle over Indian independence. India became a republic but remained within the British Commonwealth in order to retain a number of privileges available within the Commonwealth. It set a pattern which has been followed by some of the other countries which have gained freedom since World War II.
- B. The policy of non-alignment was based in part upon ideology but was also aimed at obtaining help from anyone possible, at conserving resources for economic development, and avoiding hostilities with powerful neighbors.
- TO THE FREE EXAMINA-AL ATTITUDES AND DATA. FIVELY FOR DIFFERENT EW.
- cysconsiderations are idology, considerations self-interest, percepter relationships among expectations about how as will act, and domes-



2. Tell the class about India's good relations with Britain. Discuss: Why do you think these relations have been good, after India had just won a long struggle to get independence from Britain?

Palmer, Indian pp. 259-60. Tri Since Independe

3. Read aloud Nehru's comments on non-alignment. Discuss the reasons for the policy in terms of ideology and India's self-interests. Compare with the U.S. foreign policy in the early days of our country. Perhaps have pupils read excerpts from Westein's comments about "We, too were once a 'New Nation."

McClellan, ed. Westein in Ride Soc. in Action

Perhaps have a pupil draw a series of cartoons showing American and Indian views of Nehru's policy of non-alignment.

4. Have a pupil study india's attitudes toward the Soviet Union (and China during the early years of independence.) He should prepare charts to show reasons for India's position toward each country.

Lamb, India, pp Indian Polit. S 258 Dean, New in India, pp. 1 "India and the



-108ass about Indiass good relations with Britss: Why do you think these relations have after India had just won a long struggle to dence from Britain?

Palmer, <u>Indian Polit. System</u>, pp. 259-60. Trumbull, <u>India Since Independence</u>, pp. 53-54.

Nehru's comments on non-alignment. Discusse for the policy in terms of ideology and interests. Compare with the U.S. foreign he early days of our country. Perhaps have excerpts from Westein's comments about "We, se a 'New Nation.'"

McClellan, ed., <u>India</u>, p. 97. Westein in Riddle, ed., <u>Am. Soc. in Action</u>, pp. 110-115.

a pupil draw a series of cartoons showing Indian views of Nehru's policy of non-align-

I study india's attitudes toward the Soviet hina during the early years of independence.) repare charts to show reasons for India's pode each country.

Lamb, India, pp. 300-304. Palmer, Indian Polit. System, pp. 251-258. Dean, New Patterns of Dem. in India, pp. 177-179. Berkes, "India and the Communist World."



- G. Executive decisions are limited by many factors: permissability, available resources, available information, and previous commitments.
- G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships among countries, expectations about how other nations will act, and domestic problems.
- A. SCEPTICISM OF PANACEAS.
- S. <u>Identifies value-conflicts</u>.
- S. <u>Identifies and defines problems</u>.
- G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

D. In the dispute over Kashmir,

Free World.

is caught between its desire t its desire to keep Pakistan on

- E. Faced with invasion by China, military aid as well as econom
- S. <u>Identifies and defines problems</u>.
- S. Considers possible consequences of alternative causes of action.

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C. Despite India's urging of peac the U.N., it has been reluctan tlement of the Kashmir dispute Goa.



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ecisions are limited by s: permissability, esources, available inand previous commitments.

icy considerations are ideology, considerations self-interest, percepwer relationships among expectations about how ns will act, and domestic

C. Despite India's urging of peaceful measures in the U.N., it has been reluctant to accept a settlement of the Kashmir dispute, and it invaded Goa.

OF PANACEAS.

value-conflicts.

and defines problems.

pool their power behind in varying systems of id combinations.

- D. In the dispute over Kashmir, the United States is caught between its desire to aid India and its desire to keep Pakistan on the side of the Free World.
- E. Faced with invasion by China, India accepted military aid as well as economic aid.

and defines problems.

ossible consequences of causes of action.



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5. Tell the class about the invasion of Goa. Discuss: How did this invasion jibe with Nehru's ideological commitments? Why do you think India invaded Goa?

6. Have a panel present a discussion of the Kashmir Dispute. Discuss the reasons for the positions taken by both sides to the dispute and the relationship of India's policy to ideological commitments. Also discuss: Why does the Karkmire dispute create a problem for U.S.?

Or have several pupils role play a discussion between the Secretary General of the U.N., and ambassadors from India and Pakistan on the Kashmir dispute.

Trumbull, Indence, pp. 5
Polit. Syste
Clellan, ed.
106. "Jammu
Sept., 1962.
Dean, New Palndia, pp. 1
Pakistan, Yepp. 220-227.
Pakistan, pp

- 7. Have an Indian and a Pakistinian student in this country discuss the relations between their two countries and between their country and the U.S.
- 8. Have a pupil prepare a bulletin board display on the border clash between India and China. He should tell the class more about the clash. Or have him just present an illustrated report on the clash.

Frazer, "Str Himalayas." India, pp. 1



-110-

ass about the invasion of Goa. Discuss: s invasion jibe with Nehru's ideological ? Why do you think India invaded Goa?

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Trumbull, India Since Independence, pp. 50-53. Palmer, Indian Polit. System, pp. 246-48. Mc-Clellan, ed., India, pp. 100-106. "Jammu & Kashmir" Focus Sept., 1962. Use Readers Guide. Dean, New Patterns of Dem. In India, pp. 191-201. Wilbur, Pakistan, Yesterday and Today, pp. 220-227. Tinker, India and Pakistan, pp. 209-214.

Frazer, "Struggle for the Himalayas." McClellan, ed., India, pp. 109-112.

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- S. <u>Identifies value-conflicts</u>:
- A. IS COMMITTED TO THE FREE EXAMINA-TION OF SOCIAL ATTITUDES AND DATA. SEARCHES ACTIVELY FOR DIFFERENT POINTS OF VIEW.
- F. The United States has sent both economic aid to India and Pakis believe that the U.S. cannot af dia's democracy fail, but the U serious problems in attempting

- S. <u>Identifies</u> and defines problems.
- S. <u>Identifies value-conflicts</u>.



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ue-conflicts.

O THE FREE EXAMINA-ATTITUDES AND DATA. ELY FOR DIFFERENT F. The United States has sent both military and economic aid to India and Pakistan. Many people believe that the U.S. cannot afford to let India's democracy fail, but the U.S. is faced with serious problems in attempting to help India.

defines problems.

ue-conflicts.



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9. Have two students role play an interview between an American reporter and a diplomat from Pakistan on Pakistan's relations with China. Ask: What value conflict does the U.S. face in such a situation?

10. Have a pupil report on Bowles, Ambassador's Report. He should read later comments by Bowles also. He should describe Bowles reactions to Indian problems, his beliefs about what American policy should be, his descriptions of kind of aid given by U.S. and his beliefs about India's future.

Chester Bowles
Report. "Return
Ambassador's V
Times, Nov. 10

Or have two pupils role-play an interview between Bowles and a newspaper man on these topics.

- 11. Remind the class of the huge quantities of wheat sent to India during its terrible drought years of the middle 1960's. Discuss: Should and can the U.S. continue such aid?
- 12. Have a group of students pretend to be a committee of the State Department discussing technical aid to India. The committee should discuss specific kinds of projects as well as some of the problems facing any attempt to put such projects into effect.

Pentony, ed., pp. 139-146. McClellan, ed. 151.

If possible, have someone who has been to India on a technical aid mission describe his work to the class.

13. A pupil might write two editorials which might appear in different American newspapers. One might be entitled "For More Aid to India" and one might be headed "Stop Aid to India."



-112hts role play an interview between an Ameriand a diplomat from Pakistan on Pakistan's
h China. Ask: What value conflict does the
such a situation?

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Chester Bowles, Ambassador's Report. "Return to India: The Ambassador's Views," N.Y. Times, Nov. 10, 1963, p. 20.

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Pentony, ed., <u>U.S. Foreign Aid</u>, pp. 139-146. McClellan, ed., <u>India</u>, pp. 145-151.



S. Generalizes from data.

- S. <u>Identifies value-conflicts</u>.
- S. Distinguishes between inferences and value judgments.



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Or have all pupils write an essay on the question: If you were a member of the U.S. Foreign Relations Committee in the Senate, how would you react to a bill for increased economic aid to India?

14. Have pupils imagine that a TV station has called together reporters from various television networks, newspapers, and magazines. The reporters have been stationed in India and are asked to discuss the question: What hope for India?

Or read aloud sections of Dean's analysis of tremendous accomplishments in India in overcoming problems. Discuss: Would you agree or disagree? (Tell the class when the book was written.)

Dean, New Pain India, ch

- 15. Give pupils the same attitudes test given during the initiatory stages of the unit. Compare class results for the two tests. Discuss reasons for changes or lack of change in attitudes. Also discuss reasons for differences among the class. Are they because of value conflicts or differences in interpretation of data?
- 16. Give unit test which includes questions calling for comparisons with other countries studied during year.

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pupils write an essay on the question: If ember of the U.S. Foreign Relations Committee a, how would you react to a bill for increased to India?

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ECONOMIES OF INDIA*

Bon Ho Koo

INTRODUCTION

Economic development of India stands at a critical juncture in the tumbling world of the Cold War today: India is important to the West because it is regarded as the foremost of the world's poorer neutrals; it has a major strategic stake in the economic fortunes of these economically underdeveloped countries that have tried to remain neutral in the East-West power struggle.

If the economic development of India should fail, the formidable forces of divisiveness already in evidence in India would be in full control and India's democratic constitutional habit would be broken; she would find her way by taking a totalitarian method. Many other economically underdeveloped neutral countries would also look for their economic development by totalitarian methods. The Cold War would, then, be at the stake against the Western Powers.

Apart from the problem of the Cold War, the very poverty of the underdeveloped countries alone would present a fundamental long-run threat to the security of rich countries. The income gap between the economically advanced and the economically backward countries has continued to

Written during the summer of 1964.

widen rather than narrow since II. And the risk remains that turned by a world-wide revolt of

In this sense, the economic has international socio-politica as her own.

In this paper, three points cussed:
First, what are India's basic proto economic development?
Second, what economic strategies authorities used to eliminate the lead to a modern industrial soci Third, what are their economic at the Five-Year Plans? What are the

- PART I GENERAL ECONOMIC NATUR OBSTACLES TO ECONOMIC INDIA
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In this sense, the economic development of India has international socio-political importance as well as her own.

In this paper, three points will be briefly discussed:
First, what are India's basic problems and obstacles to economic development?
Second, what economic strategies have the Indian authorities used to eliminate the obstacles and to

lead to a modern industrial society?
Third, what are their economic achievements under the Five-Year Plans? What are their prospects?

PART I GENERAL ECONOMIC NATURE AND SOME MAJOR OBSTACLES TO ECONOMIC DEVELOPMENT IN INDIA

1. An Economic Landscape of India

To begin with in thinking about the economic problems of India, it may be useful to think of her as two countries--urban India and rural India.



summer of 1964.

Urban India: Though it comprises less than 15 per cent of the entire Indian population, urban India is the sector which counts much. It contains the three to four million (less than one per cent of the population) that speak English. From this group come the leaders in politics and business. The great cities have urban facilities and systems, more or less like those of any European or American city. There are some thirty large universities. Associated with these universities are hundreds of colleges. There are a growing number of technical schools. In each of the great cities there is a large circle of highly educated persons and a considerable number of resident foreigners engaged in commerce and industry.

Urban India, on the other hand, much more than in European or American cities, has its unbearably seamy side--undescribable slum, filth, and poverty. Many prefer to sleep on the sidewalks and thousands are simply "pavement dwellers." It is estimated that 250,000 people sleep on the pavement every night in the city of Bombay.

Urban India has the social stratification common to all large cities to an intensified degree. There are the very rich and the miserably poor. There is a small and growing middle class-people who earn a family income of \$800 or \$900 per year. This is several times the average family income. There is also a growing class of skilled and semiskilled workers attached to the larger plants and firms. They have typically better incomes than the mass of unskilled labor and those attached to the numerous small industries. The gap between the masses of unskilled labor on the one side and the

skilled and middle-class income g side is becoming wider and wider.

Rural India: It is rural In country as a whole unmistakably a country. It has a population of The per capita income is about \$3 rural population lives in small v of about 690 people each. There of these rural villages. A villa cally of a cluster of mud huts. windows, no tables, no chairs, no kind; only a few blankets and som The Indian peasants till a worn-o tive methods and obtain for their yield per acre of any country in

The population of India is g of 8 or 9 million a year. This p is occuring in a country that has and exhausted by centuries of bad Hindi, about 85 per cent of the p strict vegetarian. Half-starved, cumbs easily to disease. The avelife is thirty-two years.

Therefore, India is a countre contrasts -- rich and poor, urban and industrial India has its weal its universities, its banks, its steel mills, its textile industry dustrialism, and along with this And then there is rural India wit villages -- steeped in ignorance,

2. Unfavorable Socio-Cultural ar



Though it comprises less than entire Indian population, urban r which counts much. It contains million (less than one per cent of at speak English. From this group n politics and business. The great facilities and systems, more or any European or American city. Ity large universities. Associtive sities are hundreds of cola growing number of technical of the great cities there is a ighly educated persons and a conformal fresident foreigners engaged in stry.

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Rural India: It is rural India that makes the country as a whole unmistakably an underdeveloped country. It has a population of some 350 million. The per capita income is about \$35 per year. The rural population lives in small villages consisting of about 690 people each. There are about 600,000 of these rural villages. A village consists typically of a cluster of mud huts. There are no windows, no tables, no chairs, no furniture of any kind; only a few blankets and some pots and kettles. The Indian peasants till a worn-out soil by primitive methods and obtain for their labor the lowest yield per acre of any country in the world.

The population of India is growing at the rate of 8 or 9 million a year. This population increase is occuring in a country that has a soil depleted and exhausted by centuries of bad farming. The Hindi, about 85 per cent of the population, are strict vegetarian. Half-starved, the peasant succumbs easily to disease. The average length of life is thirty-two years.

Therefore, India is a country of incredible contrasts--rich and poor, urban and rural. Urban and industrial India has its wealth, its culture, its universities, its banks, its commerce, its steel mills, its textile industry, its growing industrialism, and along with this its urban poverty. And then there is rural India with its 600,000 mud willages--steeped in ignorance, squalor, and disease.

2. Unfavorable Socio-Cultural and Institutional



Conditions for Economic Development

In India there were and still are present some social climates that are incompatible with economic development. By and large, the effort to economize and to work, the effort to save, the effort to improve technical knowledge, and the effort to have progress are very low. Also the idea of family planning is not widely known. These unfavorable human attitudes are, in one way or another, culturally inherited.

Some beliefs of Hinduism do not encourage efforts to improve one's lot in this world. A man's position in life is thought to be fixed by his life in a previous incarnation. Accordingly many Indians are disinterested in material gains and the hard work which are required to generate and sustain the motivation to have a proper economic expansion. Popular apathy and fatalism are inherent.

The caste system also interferes with national unity and economic progress. One is born into a caste and it is not possible to change caste identification in this life.

3. Population Froblems

The Critical Population Growth: In India, the problem of population growth is ever present and getting worse. This is due in part to the rapid strides that have been made in reducing the death rate in India. Unfortunately, however, the number of new births each year has not been reduced. It is difficult to overcome the belief that large

families are desirable and necessal some children will survive to main the average income of India will rethe population grows faster than the goods and services. Accordingly the growth in India is a deterring fact development.

Redundant Unskilled Labor Forces, Disguised Unemployment:

India has a surplus of untrabout 80 per cent of the population to read and write. Many of them of because the existing jobs are limnot have any particular skills to Many of the others are seemingly of the form of "disguised unemployment agriculture; that is, the marginal these laborers over a wide range of close to it.

4. Vicious Circle of Poverty & Income Ratio

In India as in most typical tries, there is present the vicion erty which impedes economic development is to save for economic development income to make saving come is low if productivity of labor is low if sment are low. Therefore, if India development, she must somehow brecious circle of poverty. Many economic development is low if somehow brecious circle of poverty.



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families are desirable and necessary to insure that some children will survive to maintain the family. The average income of India will not increase if the population grows faster than the production of goods and services. Accordingly the fast population growth in India is a deterring factor to economic development.

Redundant Unskilled Labor Forces, Unemployment, and Disguised Unemployment:

India has a surplus of untrained laborers. About 80 per cent of the population does not know how to read and write. Many of them cannot find any job because the existing jobs are limited and they do not have any particular skills to create new jobs. Many of the others are seemingly employed but in the form of "disguised unemployment" especially in agriculture; that is, the marginal productivity of these laborers over a wide range may be zero or very close to it.

4. Vicious Circle of Poverty & the Low Saving-Income Ratio

In India as in most typical underdeveloped countries, there is present the vicious circle of poverty which impedes economic development. If a country is to save for economic development, it must have enough income to make saving possible; but income is low if productivity of labor is low; and productivity of labor is low; and productivity of labor is low if saving and investment are low. Therefore, if India is to have economic development, she must somehow break out of this vicious circle of poverty. Many economists, however,



point out that this domestic saving bottleneck is not merely because of low income but also because of many other impediments to private saving and investment—the extended family system, the inflation, and the international demonstration effect.

PART II THE INDIAN STRATEGY FOR ECONOMIC DEVELOP-MENT

1. General

In 1951, soon after independence, the Indian government launched a series of five-year plans. Currently (1964) India is in the middle of its third Five-Year Plan, which began in 1962. These plans, however, are quite different from the five-year plans of the Soviet Union and the Chinese Communists. In India there is no attempt to plan every detail of the economy or to dictate what consumers must purchase. In the Soviet Union and Mainland China, the states forced the people to consume less so that more resources may be used directly to build capital goods. In Communist China, furthermore, the state mobilized a good part of the farm population which was present as disguised unemployment and seasonal unemployment for dam building, irrigation, and construction of factories. Under the Indian plans, however, the government decides what portion of available resources should be used for producing consumer goods. There is no attempt to dictate every detail of the national economy. Another objective of economic planning in India is to avoid human misery, social upheaval and class conflict which Western nations experienced during the period of the Industrial Revolution. India hopes to achieve

its breakthrough to modernization depressing the working class, or income differences between rich a planning is dominated by the idea control and government enterprise within a social democratic framew

The Industrial Policy Resolu classified all industries into the In the first category, the future industries was to be the exclusiv of the state. Included were such arms production, atomic energy, i shipbuilding, railways, telephone second category, the state was ex the initiative in establishing ne enterprises. Private enterprise supplement these efforts. This 1 and sea transport, aluminum and d products. The third category ind maining industries. Their future left to the private sector. This dustries into categories, however

Perhaps the essential differ economies of the United States an U.S. prefers private enterprise to introduce government supervision where it is indicated. India preenterprise to promote a socialist Still it welcomes private initiat if it is felt that this contribut ment of the economy.



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AN STRATEGY FOR ECONOMIC DEVELOP-

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its breakthrough to modernization without further depressing the working class, or without widening income differences between rich and poor. Indian planning is dominated by the idea that government control and government enterprise should operate within a social democratic framework.

The Industrial Policy Resolution of 1956 classified all industries into three categories. In the first category, the future development of industries was to be the exclusive responsibility of the state. Included were such industries as arms production, atomic energy, iron and steel, shipbuilding, railways, telephones, etc. In the second category, the state was expected to take the initiative in establishing new, state-owned enterprises. Private enterprise was expected to supplement these efforts. This list included road and sea transport, aluminum and certain electrical products. The third category included all the remaining industries. Their future was, in general, left to the private sector. This division of industries into categories, however, is flexible.

Perhaps the essential difference between the economies of the United States and India is that the U.S. prefers private enterprise but is willing to introduce government supervision and even ownership where it is indicated. India prefers governmental enterprise to promote a socialist pattern of society. Still it welcomes private initiative and enterprise if it is felt that this contributes to the advancement of the economy.



PART III THE FIVE-YEAR PLANS

The First Plan (1951-52 to 1955-56) was a modest one and it was concerned more with the immediate objectives of repairing the damage caused by the War and the Partition. It haid the basts for planned development by evolving a framework of social and economic policies. Top priority was given to agriculture and to large irrigation and power projects. On the whole, this plan was a success, for several goals were even surpassed. National income was expected to increase about 13 per cent over the five years and the actual increase was 18 per cent. The cutput of food grains was increased by 11 million tons, net the planned 7½ million tons. The estimated investment during the period was Rs. 3360 crores.

Following the apparent encess of the First Plan, the Second Plan (1956-57 to 1960-61) set dergobs more than twice as large. It emphasized the development of basic and heavy industries like steel, eachine building, and transport, about 19 per cent-for agriculture, and about another 19 per cent for the development of godial gerylces, inchiding education, Jonath, and residential conb truel fon . About casequarter of these expenses, uns to come tron toxos and other coverement revemind, another quarter by borrowing from the people, and another quarter from the printing of new money. Nost of the temaining quester was expected to come from foreign aid. The plan soon ran into workers difficulties. Maxation did not yield the revenues anticipated. Couts of the projects were higher than expected. Imports were higher and exports lower than planned. Ands were not available to pay for goods coming in from 1953, the whole plan was revised on major projects. Emphasis was the "core" projects -- steel mills modernization of railways and po

Although goals of the Secon genuine progress was still made. did rise, steel capacity was inc tural production showed some gai

In the Third Plan, the invemore or less similar to that of There was, however, more emphasis the cost of social services. The total increase in agriculture ou cent a year (which is nearly twithe Second Plan). The total investment the second plan of the aggregate investment ten years of planning.

Where will the money come for the funds (about 5½ billion defive-year space of the Third Plaside India. The bulk of it will States. However, almost all of nations of the world, both the Wester the Soviet-bloc countries, will thing to the task of modernizing. The other two-thirds should come other dolertic sources of funds. good bit of political courage.



CAPAR PLANS

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Although goals of the Second Plan were not met, genuine progress was still made. Per capita income did rise, steel capacity was increased, and agricultural production showed some gains.

In the Third Plan, the investment pattern was more or less similar to that of the Second Plan. There was, however, more emphasis on agriculture at the cost of social services. The Plan calls for a total increase in agriculture output of about 6 per cent a year (which is nearly twice as much as under the Second Plan). The total investment in the Third Plan would be Rs. 10,200 crores, which is nearly as much as the aggregate investment during the first ten years of planning.

Where will the money come from? About one-third of the funds (about $5\frac{1}{2}$ billion dollars) during the five-year space of the Third Plan must come from outside India. The bulk of it will come from the United States. However, almost all of the industrialized nations of the world, both the Western nations and the Soviet-bloc countries, will contribute something to the task of modernizing the Indian economy. The other two-thirds should come from taxes and other domestic sources of funds. This will take a good bit of political courage.

SUMMARY AND PROSPECTS

Under the Five-Year Plans, national income of India is estimated to have increased by about 3 to 3.5 per cent per annum and per capita income by 1.5 per cent per annum. Net investment-income ratio has increased from 6.4 per cent during 1950-51 to about 8 per cent in 1963.

These figures are quite remarkable if they are compared to the development in India during any period prior to 1950. However, it was inadequate from the point of view of raising the standard of living of the people.

The Indian government's assumption of an activist role in the venture of economic development is immensely popular in the country. But the designers and authorities of the plans have been disappointingly timid thus far, especially in the effective mobilization of domestic disguised unemployment—namely in realization of disguised saving potential into effective saving. The government authorities have not been bold in a campaign for birth control, in suppressing the international demonstration effect, and in creating a new social climate favorable to economic development.



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GOVERNMENT AND INTERNATIONAL RELATIONS OF INDIA*

W. A. St. u .in

Why is the political system and the international relations of India of importance in the present-day world?

India is symbolic of many of the profound changes taking place in the world coday and problems currently facing that country are typical in many respects of the problems faced by the entire so-called underdeveloped world. India is widely recognized, not only in Asia but throughout the world, as the foremost of the economically underdeveloped "ions that have adopted a neutral e East-West power conflict position thereby trying to remain free of commitment to the foreign policy posture of either India is, therefore, in this sense the leader of a large group of nations most of which were, before World War II, within the colonial domain of several European powers and which retain a Western orientation and strong connections with the West. These nations are presently faced with problems of immense proportion connected with economic and social development, and the establishment of stable political systems.

India's population of 450 million (currently increasing at the rate of approximately 9 million per annum) constitutes one-third of the total population of all the underdeveloped nations outside the

Communist camp. The country second largest population o the face of the earth. is often referred to as the democracy) is of great sign is by no means the only or consideration in gauging th importance. india's leader part to the fact that it be early in the post-war perid ceded in Asia only by the P also to the international for India by its first and the late Jawaharial Nehru. result of indigenous develo which were under way early dependence period and which : increasing scale. India be with an impressive reservoil leadership and a large intel The competency and integrit service is well above averal developed world. It has ani of financial institutions. fore viewed as being ready expansion and has had almost development planning on a sy These qualities render inevi nations faced with similar p velopment should look to Ind and direction. All of the a render India of first-rate crucial consideration lies

^{*} Written during the summer of 1964.



GOVERNMENT AND INTERNATIONAL RELATIONS OF INDIA*

W. A. St. John

olitical system and the lations of India of impresent-day world?

bolic of many of the proking place in the world ms currently facing that cal in many respects of the y the entire so-called under-India is widely recognized, but throughout the world, of the economically unders that have adopted a neutral East-West power conflict o remain free of commitign policy posture of either therefore, in this sense the e group of nations most of ire World War II, within ain of several European retain a Western orieng connections with the ions are presently faced immense proportion conomic and social developtablishment of stable

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Communist camp. The country comprises the second largest population concentration on the face of the earth. India's size (it is often referred to as the world's largest democracy) is of great significance but this is by no means the only or even the crucial consideration in gauging the country's importance. India's leadership is due in part to the fact that it became independent early in the post-war period (1947), preceded in Asia only by the Philipines. It is due the international image created also to for India by its first and able Prime Minister, the late Jawaharial Nehru. It is also the result of indigenous development efforts which were under way early in the post-independence period and which continue on an increasing scale. India became independent with an impressive reservoir of sophisticated leadership and a large intellectual elite. The competency and integrity of its civil service is well above average in the underdeveloped world. It has an advanced complex of financial institutions. India is therefore viewed as being ready for rapid economic expansion and has had almost a decade of development planning on a systematic basis. These qualities render inevitable that other nations faced with similar problems of development should look to India for guidance and direction. All of the above factors render India of first-rate importance, but the crucial consideration lies in the fact that

g the summer of 1964.



India is attempting to develop and to meet her manifold problems by adhering to a political system of parliamentary democracy. The significance of this is seen in the arguments put forth in many quarters (some within India) that problems of the type and magnitude faced by a country like India can be met only by totalitarian methods and in the fact that China, India's great Asian neighbor and rival, is attempting to surmount similar difficulties by resorting to undemocratic means. Two great and populous Asian nations are in this sense pitted against each other (competing with each other) in the race for economic and social advancement and betterment, each following radically different procedures and each committed to fundamental philosophies diametrically opposed. If the Indian experiment fails there is great danger that much of the underdeveloped world will lose faith in constitutional processes and adopt the view that Western democratic forms are not well suited to rapid development. West therefore has a vital stake in the success of present Indian efforts and American self-interest judged in terms of national security gives India a major claim upon American attention. Much American concern with respect to India is a reflection of fear of China and also grows out of a mounting realization that the security of rich countries will be increasingly threatened if the welfare gap between economically advanced and economically backward countries continues to widen rather than narrow.

Government of Ir.

I would divide a study of of India into two main parts. would cover the nature of the stitutional system, the formal government and the powers and government institutions. The focus on the political process in which government bodies fur nature of the political party role of social forces in the governing.

The Indian constitutional Western in type but the governin response to social forces with liarly Indian. To look at the provisions would lead one to to be a democracy in the Western examination of the political reveals many differences between the system and the familiar featuremocracy.

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Government of India

I would divide a study of the government of India into two main parts. The first would cover the nature of the Indian constitutional system, the formal structure of government and the powers and functions of government institutions. The second would fecus on the political process, the ways in which government bodies function, the nature of the political party system and the role of social forces in the process of governing.

The Indian constitutional structure is Western in type but the government functions in response to social forces which are peculiarly Indian. To look at the constitutional provisions would lead one to believe India to be a democracy in the Western sense, but an examination of the political process reveals many differences between the Indian system and the familiar features of Western democracy.

The roots of the Indian constitutional system are found in a number of acts passed by the British Parliament designed to gradually increase self-government in India. The Government of India Act of 1935 was the most significant and served as a model for the drafting of the constitution of 1950. The act of 1935 served as the interim constitution from the time India became independent in 1948 until the new constitution became effective in 1950. The British influence injected in this way coupled with



the Western orientation of Mr. Nehru, the chief architect of the new constitution, was largely responsible for its Western features.

The document contains a lengthy section on fundamental rights following the example of the American Bill of Rights and similar provisions found in the constitutions of many other countries. Constitutional guarantees include freedom of religion and the right to equality and liberty, freedom of speech and association, freedom from arbitrary arrest and detention and freedom from discrimination on grounds of religion, caste or sex. The constitution also abolishes untouchability and prohibits its practice. (Untouchability is an aspect of the age-old Indian caste system which divides people into social groups or "Castes" on a hierarchical basis. Untouchables--people without caste--are at the very bottom of the social hierarchy and are allowed to perform only the most menial tasks.) provisions while laudatory in themselves call for sweeping changes in attitudes based on longstanding traditions which cannot be brought about by legislation alone.

India is a federal union of fifteen states plus a number of union territories administered by the central government. It is natural that the Indian system should be federal because of the diverse qualities of the country and historical reasons. People in various parts of the

nation have different la and cultural backgrounds interests. They adhere and therefore demand a (local autonomy. There tory of sectionalism and British rule the Indian divided into two main pl and the princely states partition in 1947 (divi continent into India and were 562 princely states all parts of the sub-co almost two-fifths of the princely state was gove ruler with the advice of who was usually the eff power though much defer prerogatives of the tra British India was divid there being eleven at t One of the major tasks at the very threshold o that of consolidating a Indian states since it absurd to have thought into scores of independ was required in the mid and federalism provided

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nation have different language, religious and cultural backgrounds and different interests. They adhere to various traditions and therefore demand a certain degree of local autonomy. There is also a long history of sectionalism and localism. British rule the Indian subcontinent was divided into two main parts--British India and the princely states. At the time of partition in 1947 (uivision of the subcontinent into India and Pakistan) there were 562 princely states, of various size in all parts of the sub-continent and comprising almost two-fifths of the total area. princely state was governed by a hereditary ruler with the advice of a British resident who was usually the effective source of power though much deference was paid to the prerogatives of the traditional ruler. British India was divided into provinces, there being eleven at the time of independence. One of the major tasks which had to be faced at the very threshold of independence was that of consolidating and integrating the Indian states since it would have been absurd to have thought of dividing India into scores of independent nations. Unity was required in the midst of wide diversity and federalism provided the logical answer.

India has a parliamentary system of government both at the level of the central government and in the states. Real executive power at the Center is vested in a body known as the Council of Ministers the members of which are drawn from the legislature. The ministers with the most im-



Jortant portfolios constitute the cabinet. The Prime Minister is not only the chief minister in the cabinet but is also the leader of the party or coalition of parties supported by a legislative majority. The executive is, therefore, not independent or separate from the legislature as in the United States. The form follows the British model with power vested in the Parliament consisting of two houses. The lower house which enjoys a preponderence of power is a popularly elected body with elections conducted on the basis of universal adult suffrage.

Indian political leaders decided soon after independence that India should be a republic with an elected President as head of state instead of vesting that position in a Governor-General acting as a representative of the British Crown, That India is a republic is not so significant in itself. Its significance lies in the fact that India was the first former British Commonwealth. The question was therefore raised as to whether a nation which did not recognize the British Sovereign as head of state could be a Commonwealth Flexibility of Commonwealth arrangements was manifested in the decision that India could remain as a member after becoming a republic by recognizing the sovereign as head of the Commonwealth. A number of other Commonwealth members have since followed in India's footsteps and have become republics, i.e. Ghana, Nigeria, Tanganyika.

The Central Gover

The establishment of a necessitates a division of central covernment and the The Indian constitution does way as to give a prependeral the central government. caused by sharp regional and differences coupled with the facilitate economic planning scale caused India's politic design a highly centralized while allowing for considera omy, would vest ultimate con center. While modern condi centralized tendencies in md the Indian system goes farth direction than many, both in granted to the Center and in ness of central authorities Some observers have suggeste system is actually unitary v tendencies and principles. liament is empowered to alte of any state or states invol power has been exercised sev Central government under cen may enact legislation on any in the list of powers which grants to the states and res (powers not enumerated) are Center unlike most federatid United States where residual vested in the constituent ud provisions of the constituti central government (i.e. the ios constitute the cabinet.
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The Central Government

The establishment of a federal system necessitates a division of power between the central government and the constitutent units, The Indian constitution does so in such a way as to give a prependerance of power to the central government. Divisive tendencies caused by sharp regional and linguistic differences coupled with the desire to facilitate economic planning on a national scale caused India's political leaders to design a highly centralized federation which. while allowing for considerable local autonomy, would vest ultimate control at the center. While modern conditions have caused centralized tendencies in most federations, the Indian system goes farther in this direction than many, both in terms of powers granted to the Center and in terms of willingness of central authorities to exercise them. Some observers have suggested that the Indian system is actually unitary with some federal tendencies and principles. The central parliament is empowered to alter the boundaries of any state or states involved and this power has been exercised several times. Central government under certain conditions may enact legislation on any matter enumerated in the list of powers which the constitution grants to the states and residual powers (powers not enumerated) are vested in the Center unlike most federations including the United States where residual powers are vested in the constituent units. Emergency provisions of the constitution enable the central government (i.e. the President) to



take over the administration of a state if evidence indicates that there is a threat to national security or if there is a financial emergency or a breakdown of state constitutional machinery. Leaders in the constitutent assembly which drafted the constitution realized that centrifugal forces in Indian society would divide and pull the country apart if central power were not adequate to prevent it.

The machinery of the central government consists of a bicameral legislature, and executive branch headed by a President and Prime Minister, and a judiciary headed by the Supreme Court which provides a single judicial system for the entire nation.

The legislature or parliament is composed of a upper house, the Rajya Sabha or Council of Lates and a lower house, the Lik Sabha or House of the People. The relationship between them is similar to that between the House of Lords and the House of Commons in Great Britain. Council of States is weak, being unable to effectively oppose any measure favored by the lower house (House of the People). was created primarily for the purpose of establishing bicameralism which !ndian leadership favored on the basis of general principle. Also, federal countries are usually bicameral in order to allow representation of the constituent units as Though lacking significant power, the upper house has initiated a number of

important legislative meand discussion is usually high level. Most of its elected by the state leg for six year terms, one-retiring every two years represented in accordance A few members are appoint The Council is not subject

The House of the Peor effective legislative pov approximately 500 members on the basis of universal The normal term is five subject to dissolution b any time in accordance w liamentary procedure. follows closely that used House of Commons. Full for debate and a question provides occasion for son lating meetings. Most of introduced are governmen and supported by the Exed bills must originate in Speaker decides all cases whether a bill is a money between the two houses solved in a joint sitting of each house having one of the People with twice as the upper chamber is have its way. These prov with the fact that nearly members sit in the lower Indian Parliament in effe cameral body.

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important legislative measures and debate and discussion is usually conducted on a high level. Most of its 250 members are elected by the state legislative assemblies for six year terms, one-third of the members retiring every two years. Each state is represented in accordance with population. A few members are appointed by the President. The Council is not subject to dissolution.

The House of the People, the fountain of effective legislative power, consists of approximately 500 members directly elected on the basis of universal adult suffrage. The normal term is five years though it is subject to dissolution by the President at any time in accordance with regular parliamentary procedure. Legislative procedure follows closely that used in the British House of Commons. Full opportunity is given for debate and a question period each day provides occasion for some of the most stimulating meetings. Most of the important bills introduced are government bills originated and supported by the Executive. All money bills must originate in the House and the Speaker decides all cases of doubt as to whether a bill is a money bill. Differences between the two houses on any bill are resolved in a joint sitting with each member of each house having one vote. The House of the People with twice as many members as the upper chamber is therefore able to have its way. These provisions combined with the fact that nearly all of the cabinet members sit in the lower house renders the Indian Parliament in effect virtually a unicameral body.



The Parliament is India's major deliberative body and lawmaking is its main function. Whilte its powers are limited by the federal nature of the constitution and by the power of the Supreme Court to declare most types of legislation unconstitutional, it nevertheless enjoys extensive powers and performs a variety of functions. It can amend the constitution with the assent of the President and in many matters without approval of the states, and it can change state boundaries. The Cabinet is responsible to the Parliament (i.e. the lower house) and the government must therefore seek house approval for its programs and financial needs.

The Executive Branch consists of the President, Vice-President, the Prime Minister and the Council of Ministers. The President as chief of state in practice occupies a position similar to that of the Sovereign in the British system. The constitution gives full executive power to the President but in accordance with accepted parliamentary procedure the Prime Minister exercises effective executive power acting for the President. In the event of an unstable cabinet or a weak Prime Minister, the President could assert Limself and function as the real executive. Members of the Parliament and of the state legislatures act jointly to elect the President for a five year term.

The Vice-President has few powers but succeeds to the presidency in case of the

President's death or removal (A new resident must be eld months of the date of vacand The Vice-President serves as chairman of the Council of S the basis of his personality exert considerable influence councils.

The Council of Ministers rinister as its head functid executive and is, in accorda of the constitution, collect to the House of the People. ship between the Council of the legislative is designed with the traditional system democracy whereby the execut from and is responsible to Ministers head the branch. government and each bears re administering his department the top civil servants who d of the bureaucratic structu on the functions of governme the entire country.

Unlike the United States a federal court structure ar state courts, India has a si system. The system is heade Gourt of India. There is a each state and other lower of local areas. Courts perform judicial functions. The Su terprets the meaning of crivisions and can declare



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esident has few powers but presidency in case of the President's death or removal from office, (A new president must be elected within six months of the date of vacancy in that office). The Vice-President serves as ex-officio chairman of the Council of States and may on the basis of his personality and ability exert considerable influence in government councils.

The Council of Ministers with the Prime Minister as its head functions as the real executive and is, in accordance with terms of the constitution, collectively responsible to the House of the People. The relationship between the Council of Ministers and the legislative is designed in accordance with the traditional system of parliamentary democracy whereby the executive is drawn from and is responsible to the legislative Ministers head the departments of government and each bears responsibility for administering his department working through the top civil servants who occupy the apex of the bureaucratic structure which carries on the functions of government throughout the entire country.

Unlike the United States which has both a federal court structure and a system of state courts, India has a single judicial system. The system is headed by the Supreme Court of India. There is a High Court in each state and other lower courts in the local areas. Courts perform a customary judicial functions. The Sume Court interprets the meaning of contuitional provisions and can declare ation void

if found unconstitutional but it cannot play the significant role in constitutional development played by the United States Supreme Court since the Indian constitution can be so easily amended. The Parliament has several times amended the constitution to negate court decisions.

Policies and programs of the Indian government are administered by a vast bureaucracy headed by the Indian Administrative Service which provides highly competent administrative leadership in the manner of the Indian Civil Service in the days of British rule. Before independence the Civil Service played a major role in policy making as well as in administration It was organized along highly centralized hierarchial lines responsible ultimately to the British Viceroy who was the representative of the crown. After independence the administrators became answerable to Indian ministers at both the national and state levels in which policy making responsibilities are vested.

State and Local Government

Government at the state level is similar in form to that found at the Center. The relationship between the state legislatures and the chief ministers and their cabinets corresponds to the relationship between the national parliament and the Prime Minister and Cabinet. Each state has a governor appointed by the President of India who acts as an important instrument of national authority within the state. The governor

decides which leader commasupport in the state legis that person to be chief mi party has a clear majority this power is significant. dismiss a minister if he b is in the national interes the legislative assembly a Each bill pass elections. legislature must be sent t for his signature. He may recommendations for change the President of India for The role of the governor is to the power of the nation state affairs. Considerab given in India to governme level and to strengthening the village council which of local self-government i Panchayat is an ancient in which Ghandi attached grea seemingly inconsistent wit centralized state, the Con attempted to make the Panc unit of government. As the village administration and Community Development בר Community Development development plans it is maneeds of a modern welfare

The Political P

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decides which leader commands greatest support in the state legislature and selects that person to be chief minister. When no party has a clear majority in the legislature this power is significant. The governor can dismiss a minister if he believes to do so is in the national interest and can dissolve the legislative assembly and call for new elections. Each bill passed by the state legislature must be sent to the governor for his signature. He may send it back with recommendations for change or pass it on to the President of India for final approval. the role of the governor is further testimory to the power of the national government in state affairs. Considerable attention is given in India to government at the village level and to strengthening the Panchayat, the village council which is the basic unit of local self-government in India. Panchayat is an ancient institution to which Ghandi attached great importance. While seemingly inconsistent with the idea of a centralized state, the Congress Party has attempted to make the Panchayat an effective unit of government. As the chief agency of village administration and cooperation in Community Development programs and other development plans it is made to serve the needs of a modern welfare state.

The Political Process

Conditions in India determine the nature of the political process; linguistic diversity, the caste system, sectionalism and regionalism, religious traditions, illiteracy, poverty, inadequate communications all join



together to determine the political features of the country.

India has a large number of political parties, five of which are national parties with strength in various parts of the country, although the Congress Party alone extends its organizational units throughout all of India. Most parties have a regional or local base appealing to linguistic, communal, religious or caste interests and reflecting the diverse nature of Indian society. A two party system of the type found in the United States and Britain is quite out of the question for India. Sixteen parties were officially. recognized in the 1962 election and there were a large number of small, local groups which were active politically. There were also a large number of independent candidates.

The Congress Party has been continuously dominant on the national scene since independence. Though it has never received a majority of popular votes in national elections, its distribution of strength throughout the country has given it a comfortable majority in the House of the People. In the election of 1962 the Congress Party received 48% of the popular vote and won 355 seats out of a total of 494. Congress Party dominance has provided India with an element of stability needed in the early years of independence but has also been a factor preventing a healthy party system from developing since its preponderance of power has

been so great. The Congress outgrowth of the Indian Nati the leading nationalist move struggle for independence. independence period an exten zational network was establi parts of the country which n has been able to duplicate. ship of Mr. Nehru was a soud strength to the Party. of many factions and encompa range of view. This featur from the independence moveme of the over-riding goal of i dive gent groups joined toge split off later to form new others remaining tied to the to share in the fruits of po To the extent that the Party unified it has been due larg ical skill of Mr. Nehru. question whether the Party m the absence of a towering fi yide the necessary cohesive Congress Party has been the Western, modernizing approach ment of India. The Party's ship under the guidance of M moted the idea of a secular attempted to foster industria a series of Five-Year Plans, a socialist approach with em creased equality of opportunt the forces of division and f within India in the name of d and greater national unity. leaders have not always follo



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been so great. The Congress Party is the outgrowth of the Indian National Congress, the leading nationalist movement during the struggle for independence. During the preindependence period an extensive organizational network was established in all parts of the country which no other party has been able to duplicate. Also the leader**ship of Mr. Nehru was** a source of profound strength to the Party. The Party is composed of many factions and encompasses a wide range of views. This feature is a carry-over from the independence movement when, in face of the over-riding goal of independence, divergent groups joined together, some having split off later to form new parties but others remaining tied to the Party in order to share in the fruits of political power. To the extent that the Party has remained unified it has been due largely to the political skill of Mr. Nehru. His death poses the question whether the Party might split in the absence of a towering figure who can provide the necessary cohesive power. Congress Party has been the mainspring of a Western, modernizing approach to the development of India. The Party's central leadership under the guidance of Mr. Nehru has promoted the idea of a secular state, has attempted to foster industrialization through a scries of Five-Year Plans, has advocated a socialist approach with emphasis on increased equality of opportunity and has fought the forces of division and fragmentation within India in the name of centralization and greater national unity. State and local leaders have not always followed the.



leadership at the Center. Some are less Western in their views and resist the centralizing modernizing tendencies, appealing instead to regional, caste, religious, and linguistic interests. Divisive forces within Indian society are thus reflected in the Party itself and hamper progress toward achievement of leadership goals.

The four national parties in addition to Congress are the People's Socialist Party, the Communist Party, the Jan Sangh and the Freedom Party.

The People's Socialist Party formed within the Congress movement before World War II seceded from that body in 1948 and appeared to be developing into the chief opposition party when it polled 10% of the popular vote in the 1952 election. This was the largest vote polled by any party other than the Congress. However, its strength has since declined and it polled only 7% of the popular vote in the election of 1962. Its decline has been due in part to inadequate leadership and in part to espousal of the socialist theme by Congress, the dominant party.

The Communist Party while polling only 10% of the vote in 1962 is the chief opposition goes with considerable strength in a content of the language of the lan

in 1960 when the Communis It appeals to divisive gro and caste interest and car adverse conditions such as of West Bengel in which Ca largest city is located. plagued with complex prob housing, sanitation and t in part from natural disa and the influx_of_more tha Hindu refugees from East Chinese invasions of India 1959 and again in 1962 we Indian Communist Party it split by factionalism, wi of following Russian lead disposed toward the Chines others favoring more inde type communism. In spite culties the party finds mu in India as it seeks its (the midst of adverse cond plague india and poses a tutional government in the

The Jan Sangh is a Hir which stands opposed to the secular, Western influence fested themselves in India selves uncomfortable in a system, members seek to pure Hindu values and tradition large-scale planning and and would substitute cottained accordance dependence on fore financial aid. The party 1962 elections made it the

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in 1960 when the Communists lost control. It appeals to divisive groups, to linguistic and caste interest and capitalizes on adverse conditions such as exist in the state of West Bengel in which Calcutta, India's largest city is located. The region is plagued with complex problems of inadequate housing, sanitation and transportation arising in part from natural disaster such as floods and the influx of more than three million Hindu refugees from East Pakistan. Chinese invasions of Indian territory in 1959 and again in 1962 were a blow to the Indian Communist Party itself, already split by factionalism, with some in favor of following Russian leadership, with others disposed toward the Chinese camp and still others favoring more independent Indiantype communism. In spite of all its difficulties the party finds much fertile soil in India as it seeks its own advantage in the midst of adverse conditions which plague India and poses a threat to constitutional government in that country.

The Jan Sangh is a Hindu communal party which stands opposed to the cosmopolitan, secular, Western influences which have manifested themselves in India. Finding themselves uncomfortable in a Western type system, members seek to promote orthodox Hindu values and traditions. They oppose large-scale planning and industrialization and would substitute cottage industry and reduce dependence on foreign technical and financial aid. The party's strength in the 1962 elections made it the chief opposition

in two states. It has 14 seats in the national House of the People. Its future strength will depend upon the quality of its leadership and the extent to which the Congress Party's national leaders can succeed, in the absence of Nehru's influence and prestige, in furthering the modernizing concepts in India's development.

The Freedom Party came into being in 1959 in opposition to the socialist orientation of the Congress Party. The Party appeals to some business groups and noncommunal conservative elements who desire an alternative to the Congress. It opposes government-sponsored farm cooperatives, public enterprise, government regulation of private industry and large scale planning in general. It espouses private enterprise, individual freedom and a dimunition of central government power. It is the largest single opposition party in four states and in the 1962 election polled more votes than any opposition party except the Communists.

In addition to the national parties a large number of parties and political groupings exist at the state and local level. They are usually built around leading personalities and appeal to communal, caste, religious, ideological and sectional loyalties. There are a number of left-wing socialist parties hardly distinguishable in ideology from the Communists. Other groups emphasize narrow sectional interests

and narrow communal ideologroups enjoy some support, tics are characterized by forces tugging and pulling a marked lack of consensus clination on the part of minterests and loyalties to purpose.

When the constituent a base elections upon univer the decision was looked ur and observers abroad as "a India became a testing gro ability of universal adult country largely illiterate religious, linguistic and ences, and totally lacking traditions of a democratid nation-wide general electi with approximately one-hal voters going to the polls They have been conducted manner and have shown that preparing the electoral ma fying the process through and through adequate super ing places, masses of illi exercise sufficient judgme Election campaign vigorous and attract wide dates with a national original along with those who make! very narrow and local grow Party, due to its superior organizational network, ha far to consistently trium



It has 14 seats in the of the People. Its future epend upon the quality of and the extent to which rty's national leaders can absence of Nehru's influge, in furthering the cepts in India's develop-

Party came into being in ion to the socialist orienongress Party. The Party business groups and nonvative elements who desire to the Congress. It opposes hsored farm cooperatives, se, government regulation istry and large scale heral. It espouses private dividual freedom and a dimral government power. It is agle opposition party in four he 1962 election polled n any opposition party except

f parties and political groupthe state and local level. By built around leading perappeal to communal, caste, ological and sectional loyalre a number of left-wing les hardly distinguishable om the Communists. Other ze narrow sectional interests and narrow communal ideology. All of the groups enjoy some support, and Indian politics are characterized by a plethora of forces tugging and pulling in all directions, a marked lack of consensus, and little inclination on the part of many to orient their interests and loyalties to a common national purpose.

When the constituent assembly decided to base elections upon universal adult suffrage, the decision was looked upon by Indian leaders and observers abroad as "an act of faith." India became a testing ground of the workability of universal adult suffrage in a country largely illiterate, fragmented by religious, linguistic and sectional differerces, and totally lacking experience in the traditions of a democratic society. nation-wide general elections have been held with approximately one-half the eligible voters going to the polls (54% in 1962). They have been conducted in an orderly manner and have shown that with due care in preparing the electoral machinery, simplifying the process through the use of symbols, and through adequate supervision at the polling places, masses of illiterate voters can exercise sufficient judgment to justify the system. Election campaigns are colc.ful, vigorous and attract wide attention. dates with a national orientation are heard along with those who make their appeal on very narrow and local grounds. The Congress Party, due to its superior and widespread organizational network, has been able thus far to consistently triumph but the campaigns



provide opportunity for many candidates with appeals to local passions to further the forces of disunity. A continuing problem is that of bringing about a greater national consensus in a badly fragmented society.

Many observers have felt that after Nehru's departure from the political scene, the disparate grows would assert themselves increasingly and the lack of consensus would become even more apparent. Certainly all the ingredients of further fragmentation are present and it remains to be seen whether the forces of localism will triumph over attempts to further national unity now that Nehru with his great prestige and wide following has passed from the scene.

The Indian system must be looked upon as experiment. There is no assurance that the existing constitutional arrangement, lacking deep roots in Indian traditions and experience, will continue. A great many Indians question both the nature of the system and its objectives. Some would favor a monarchical arrangement which they believe would be more in line with Hindu traditions. Many question the program of centralized planning and development of large-scale industry. A large number do not believe in political parties and speak of "partyless dem cracy" without defining its meaning. In a very real sense the existing system has not yet had a chance to be tried and tested. This is because the influence of Mr. Nehru has been so

great and has so overshadowe and tendencies. The machine ment tended to revolve aroun Minister until his death in the ruling party and thus di formulation of public policy in the national legislature the actual exercise of power by that body was somewhat cu legislature was inclined to Minister's wishes without gi the full play of forces with was the architect of foreign spokesman for India in all foreign and domestic. His p great that his word on any d would go far to settle the n the strength of the confider great bulk of the Indian pop his leadership. It is doubt successor or successors will of such great trust and prom working of the system and th forces within it will be put The basic question is whether enough adhesive qualities to together as it faces the man of development, both economi

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great and has so overshadowed other forces and tendencies. The machinery of government tended to revolve around the Prime Minister until his death in 1964. He led the ruling party and thus directed the formulation of public policy. His influence in the national legislature was such that the actual exercise of power and initiative by that body was somewhat curtailed. legislature is inclined to echo the Prime Minister's wishes without giving vent to the full play of forces within it. was the architect of foreign policy and spokesman for India in all important matters, foreign and domestic. His prestige was so great that his word on any question or issue would go far to settle the matter, such was the strength of the confidence which the great bulk of the Indian population had in his leadership. It is doubtful that his successor or successors will enjoy a position of such great trust and prominence, and the working of the system and the multitude of forces within it will be put to the test. The basic question is whether there will be enough adhesive qualities to hold the country together as it faces the manifold problems of development, both economic and social.

<u>Indian International Relations</u>

India is the leading nation in the "nonaligned" or "uncommitted" world. As leader of a large group of underdeveloped nations which have refused to join or become closely associated with either of the great power blocs, India's influence on the international



scene has been very great. Its influence is based upon moral and psychological factors rather than on economic or military powers. India has insisted upon following an independent approach to controversial issues, sometimes seeming to side with one or the other, but always claiming to base its position upon moral and ethical considerations and upon Indian judgment as to the best means to further world peace and tranquility.

India's policy of non-allignment is based on a number of considerations. (1) While a great nation in terms of territory and population, India is economically and militarily weak and must therefore depend upon moral suasion rather than material might to make her influence felt. (2) While India's commitment to democratic ideals, to individual freedom, to the rule of law, to Western democratic institutions and processes give her a Western stance, she nevertheless harbors an emotional feeling against This is due to India's own recent colonial history, to the fact that Western powers have often found it impossible to adhere to Indian's viewpoints with respect to colonial areas, and to general misgiving regarding Western policies. Extension of control beyond its borders by the Soviet Union and the domination of its satellites have had little impact on the Indian people. They have experienced Western imperialism, but the Soviet brand seems quite remote and of little consequence. (3) The fact that Indian territory borders on China and is in

close proximity to the Sov peace and friendship with to be wise on pract**ical** qu many domestic problems and connected with internal de placed a prior claim on Ir and resources. A policy of ships with both blocs obv of scarce resources sto del (5) India had been firmly principles of peace wither which seem rather nebulous are extremely meaningful These princip leadership. Panchsheel (or five princ) enunciated in a treaty win They are (a) Mutual respec eighty of each; (b) nonagi interference in each other affairs; (d) mutual equal co-existence.

With nonalignment as a Mr. Nebru Followed every to stimulate cooperation among the nations of Asia supported independence move countries and was one of a Bandung Conference in 1955 siderable plastige in the countries, but some Tooked ship with less enthusiasm presence of size ble India some countries such as Kon Ceylon has caused some countries auch as Kon Ceylon has caused some countries such as Kon Ceylon has caused some countries such as Kon Ceylon has caused some countries such as Kon Ceylon has caused some countries auch as Kon Ceylon has countries auch



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close proximity to the Soviet Union renders peace and friendship with these countries to be wise on practical ground. (4) The many domestic problems and the great burdens connected with internal development have placed a prior claim on India's energies and resources. A policy of peace and friendships with both blocs obviate the allocation of scarce resources to defense production. (5) India had been firmly committed to principles of peace with other countries which seem rather nebulous to us but which are extremely meaningful to the Indian leadership. These principles known as Panchsheel (or five principles) were first enunciated in a treaty with China in 1954: They are (a) Mutual respect for the sovereighty of each; (b) nonagression; (c) noninterference in each other s internal affairs; (d) mutual equality; (e) peaceful co-existence,

With monalignment as a basic tenet,
Mr. Nehru followed every avenue open to him
to stimulate cooperation and common objectives;
among the nations of Asia and Africa. He
supported independence movements in other
countries and was one of the sponsors of the
Bandung Conference in 1955. He enjoyed considerable prestige in the under-developed
countries, but some looked to him for leadership with loss enthusiasm than others. The
presence of size-ble Indian minorities in
some countries such as Konya, Dyanda and
Ceylon has caused some resentment toward
India. Not all Asiam countries have
supported Nebru's policy of Friendship

toward Communist China. Arab nations have disagreed with India on the Israeli question. Nevertheless India has been in a position of leadership among countries outside the two big power blocs.

A large part of India's foreign policy is based on her relations with Pakistan, closest neighbor. The unsatisfactory relations between two. countries are rooted in their common history and the sudden break which came ith partition of the subcontinent, roducing a long list of contentious issues. The communal past with its history of conflict between the Muslim and Hindu communities, the tragedy of partition with its loss of life and dislocation of millions of people are still living memories to the people of both Since independence and partition, feelings of suspicion and distrust have been perpetuated by specific issues related to economic dislocations, settlement of property claims of people forced to move from one country to another, division of assets between the two countries, trade relations, currency exchange, territorial boundary problems and general differences on policies in foreign affairs.

The issue which has headed the list and which has had a profound emotional impact in both countries has been the dispute over Kashmir. A semi-autonomous princely state before independence, Kashmir has a predominantly Muslim population but was ruled

by a Hindu Maharajah. by tribesmen from Paki Maharaja's accession troops from India ente the tribesmen. send in regular army (waged between India ad United Nations was abi fire early in 1949. the state fell on the cease-fire line. The significant Vale of Ka Kashmir and one of the vacation areas, remain The United Nations Sed that a plebiscite be erence between Indian part of the people liv at first agreed, but d Pakistan forces be wit refused to do so unles This India re troops. the position that Paki and Indian troops were Kashmir's protection. been possible on condu plebiscite could be he claims all of Kashmir, be willing to settle f side of the cease-fire maintains that the Must if allowed to choose, The Kashmir dispute is that relations between will continue to be st settled. Just before Nehru released Sheik A



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which has headed the list and a profound emotional impact ries has been the dispute over emi-autonomous princely state adence, Kashmir has a presslim population but was ruled

by a Hindu Maharajah. Invasion of Kashmir by tribesmen from Pakistan following the Maharaja's accession to India resulted in troops from India entering Kashmir to oppose the tribesmen. This caused Pakistan to send in regular army units, and warfare was waged between India and Pakistan until the United Nations was able to arrange a ceasefire early in 1949. Approximately 1/3 of the state fell on the Pakistan side of the cease-fire line. The rest, including the significant Vale of Kashmir, the heart of Kashmir and one of the world's most beautiful vacation areas, remained on the Indian side. The United Nations Security Council suggested that a plebiscite be held to determine preference between Indian and Pakistan on the part of the people living in Kashmir. at first agreed, but only on condition that Pakistan forces be withdrawn first. refused to do so unless India also withdrew he troops. This India refused to do, taking the position that Pakistan was the invader and Indian troops were necessary for Kashmir's protection. Agreement has not been possible on conditions under which a plebiscite could be held. While India claims all of Kashmir, she would doubtless be willing to settle for that part on her side of the cease-fire line. **Pakistan** maintains that the Muslim majority would, if allowed to choose, side with Pakistan. The Kashmir dispute is of such significance that relations between India and Pakistan will continue to be strained until it is Just before his death Prime Minister Nehru released Sheik Abdulleh, the Kashmiri



leader who had been imprisoned in 1953 when he seemed to move away from favoring Indian rule and advocated autonomy for Kashmir. This was an obvious attempt to seek a solution to a problem, the seriousness of which was increased when the Chinese invasion of 1962 caused India and Pakistan leaders to realize the importance of a united front. There is, however, no indication to date that agreement is near.

India's relations with the United States have been strained by relations between this country and Pakistan. When Pakistan became a member of SEATO in 1953, Nehru, who was always critical of reliance on collective security arrangements, took the position that the cold war had been brought to the subcontinent. Pakistan's membership in the Bagdad Pact, now the Central Treaty Organization (CENTO), and several bilateral defense agreements with the United States have also been bitterly opposed by India which feels that Pakistan's strengthened military position constitutes a threat to India. The United States argues that military aid such as it has extended to Pakistan is for defensive purposes exclusively, but India does not accept that view.

India's friendship toward the Soviet Union is based on a number of factors. India is impressed with the U.S.S.R.'s rapid economic development, and many Indians believe it could well serve as a model for Inclia. Indians believe that the U.S.S.R. offers fair treatment to minority groups

within her borders and is in apparent lack of discriminal race or color. Also the Sovigorous opposition to Weste and colonialism is in conformalism in conformalism as a threat it is viewed in the West. A has supported India's position 1955 Khrushchev asserted on Kashmir was not necessary solidified Nehru's opposition.

Until 1959 India maintal friendship with Communist Chat it would be possible to her near neighbor in spite of difference. India consister China's attempts to gain Unimembership and followed a copolicy toward China. When Caroops suppressed a rebellic against the Chinese in 1959 troops in October of that ye frontier post in lindia's Nor Agency, relations with China rapidly. Many Indians began on India's course in foreign

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within her borders and is impressed with apparent lack of discrimination based on race or color. Also the Soviet Union's vigorous opposition to Western imperialism and colonialism is in conformance with the Indian position. India does not look upon Soviet Communism as a threat in the way it is viewed in the West. Also the U.S.S.R. has supported India's position on Kashmir. In 1955 Khrushchev asserted that a plebiscite on Kashmir was not necessary. This statement solidified Nehru's opposition to a plebiscite.

Until 1959 India maintained a policy of friendship with Communist China, believing that it would be possible to coexist with her near neighbor in spite of ideological difference. India consistently supported China's attempts to gain United Nations membership and followed a conciliatory policy toward China. When Chinese Communist troops suppressed a rebellion in Tibet against the Chinese in 1959 and Chinese troops in October of that year occupied a frontier post in India's Northeast Frontier Agency, relations with China deteriorated rapidly. Many Indians began to express doubts on India's course in foreign policy.

By 1962 the effects of the action in Tibet began to wear off and Indians doubted that the Chinese had any further designs against them. But in October of 1962 the Chinese struck again, this time with great intensity in Ladakh in the West and the Northeast Frontier Agency. In late October Nehru requested military aid from the United



Nations and Great Britain. Both countries responded, with the United States sending small arms and transport planes. November 21st, the Chinese announced a cease fire and pulled back from much of the territory which they had occupied. India's relations with China con never again be as friendly as they were before 1959, and India will be compelled to allocate more of her resources for de-The Chinese action fensive armaments. casts considerable doubt on India's ability to maintain her own national security without adequate defensive organization and weapons.

Th**ough there existe**d in India considerable bitterness toward Great Britain, arising out of the colonial period, Indian leaders nevertheless felt at the time of independence that it would be advantageous to maintain commercial and cultural links with Britain through membership in the British Common-However, connection with the British Monarchy seemed to be inconsistent with full national sovereignity, and Indian leaders desired that the country become a republic. Under a formula produced at a Commonwealth Conference in 1959, it became possible for a republic to maintain Commonwealth membership by recognizing the English sovereign as the symbolic head of the Commonwealth. India became a republic in 1950. This began a new phase in the evolution of the Commonwealth. Prior to this time all members were Western countries. There are now 18 members, and

the majority are non-We Asia and seven in Africo of countries which have since india have become in the Commonwealth of advantages and makes it role in the world scene otherwise be possible.

India has utilized United Nations to broad vices and virtues of bo power struggle. She na ported the cause of the nations and has been a the United Nations of: powers such as Portuga countries have not always same policies but, to has prevailed among the given much credit for p Countries such as India and militarily weak, an ative of United Nations in that body all cause more or less equal. a forum where they can known and influence 🗐



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the majority are non-Western with four in Asia and seven in Africa. Also a number of countries which have become independent since India have become republics. Membership in the Commonwealth offers trade and commercia advantages and makes it possible to play a role in the world scene greater than world otherwise be possible.

India has utilized her membership in the United Nations to broadcast her views on the vices and virtues of both sides in the ereat power struggle. She has consistently supported the cause of the under-developed nations and has been a leader of movements in the United Nations directed against colonial powers such as Portugal. Asian and African countries have not always supported the same policies but, to the extand the unity has prevailed among them, India must be given much credit for playing a leading role. Countries such as India, that are economically and militarily weak, are especially appreciative of United Nations membership because in that body all schmirles and beganded as more or less equal. It provides them with a forum where they can make their views known and influence feit.



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