

A STUDY OF THE ECONOMIC EFFECT
OF
POINT FOUR TECHNICAL ASSISTANCE ON INDIA

by

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Thesis submitted to the Graduate Faculty of the
Virginia Polytechnic Institute
in candidacy for the degree of

MASTER OF SCIENCE

in

Business Administration

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May 21, 1956

Blacksburg, Virginia

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ACKNOWLEDGMENTS

The author wishes first to express his gratitude to his wife, not only for her many hours of typing and re-typing of the manuscript, but also for her encouragement and sacrifice which made this thesis possible.

The writer wishes to express his sincere appreciation to Dr. B. O. Miller, Department Head of Business Administration, Virginia Polytechnic Institute, under whom this study was made, for his valuable guidance and patience during the writing of this thesis.

, of New Delhi, India; Graduate Student, Virginia Polytechnic Institute, assisted greatly in providing information for this thesis. To him, the author extends his thanks.

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INTRODUCTION

Through the years, many millions of people have been living in poverty with lack of economic opportunity. These people live in the underdeveloped areas of the world. Until recent years, they accepted their poverty as a part of life, but the two world wars and the spread of industrial civilization have changed their lives. They now realize their misery is unnecessary and a better standard of living is possible. These people need the hand of fellowship with all free nations to give them guidance and help in their endeavor to bring about a better life for their masses.

The United States and the rest of the free world can no longer live in isolation from the two-thirds of the human race that are poor and hungry. Most Americans are now realizing our importance in helping to raise the standard of living throughout the world.

The United States has adopted the Point Four Technical Assistance Program to provide help to these underdeveloped areas in order that they may realize their aspirations for a better life. This aid is provided only to those countries that ask for help; it is not forced upon those countries that are reluctant. The objective of Point Four is to help the people of these countries, through their own efforts to produce more food, more clothing, more materials for housing, and more mechanical power to lighten their burdens.

India is an underdeveloped country that has put forth a great effort to improve its economic condition. After becoming independent in 1947, India tried out many experiments in rural betterment. These experiments proved to be so successful that India drew up a Five-Year Plan and a Community Development Program to help relieve the tremendous poverty in India.

The development programs are to arouse the Indian people to an understanding of what they can accomplish through their own group efforts. These millions of people, who have lived so long in poverty, will benefit from modern scientific knowledge.

The United States immediately made Point Four Technical Assistance available to India upon the signing of the Indo-American Agreement in January 1952. This assistance was to be used in assisting the Indian Government in its program of economic development.

The first major task undertaken under the economic development programs was to improve agricultural production. Other goals to be worked toward were better education, improved health, housing, and developing of natural resources. These goals will have to be carried out over a long period of time to obtain maximum economic development, but minimum development goals were hoped to be reached by 1956.

India is receiving Point Four Technical Assistance from the United States, the United Nations, and other countries of the world in order that its people may be lifted out of poverty into a better standard of living. This cannot be done overnight, but with continued help India's people will be able to realize their hopes of a self-sufficient country and a better life.

CHAPTER I
BACKGROUND

A Brief History of India

The ancient land of India has been the scene of many changes over the past centuries. Before the British conquest of India through the East India Company, the village was self-subsisting and self-perpetuating. This was an outstanding feature of the economy of India. The village produced the foodstuffs and other raw materials it needed. The tight union of hand industry and agriculture made the village economically independent of the outside world except for a few necessities.

The village, as a single unit, paid a revenue to the local prince. The prince passed a large sum of this revenue upward to the high political overlords to support the structure of government and to provide subsistence for the urban population.

Since the towns and cities were generally only the headquarters for the top political overlords, the cities had a one-way relation with the countryside. The cities would supply practically no goods in return for the foodstuffs supplied them as tribute by the villages.

The peasants had the right to till the soil and reap its fruits so long as they paid their dues and rendered their usual services to the local ruler. Since there was plenty of land for settlement, the peasants would move to areas where they were better treated if the local ruler abused their rights.

After the British conquest of India, the Indian way of life was greatly changed. Beginning in 1793, there was disintegration of the village community and a land revenue system took its place. This system was put into

effect so as to secure the largest possible revenue for the British. The system was divided into two major types. In some areas, the tax collectors were made private landlords with the right of private property in the land. These landlords had to greatly increase the revenue from the peasants and pass the bulk of it on to the states. This system took away the hereditary rights of the peasants to the soil they tilled and turned the village into private property of the landlord.

In other areas, the British dealt directly with the individual peasants who tilled the land rather than giving the land to private landlords. The British hoped to increase the revenue in these areas over the landlord system. Each peasant was given the right to hold the land which he occupied and tilled, but he had to pay a heavy money rent to the state annually in order to hold his land. British India used these two land systems from 1793 to 1947.

Commercial agriculture began to spread in India after 1850. The production of cash crops for sale in distant cities and overseas markets grew rapidly because the peasants needed ways of getting money to meet the great demands upon them by the landlords and the state. The British wanted a development of cash crops since Britain at the time had just passed through the Industrial Revolution. The British industries wanted raw materials and markets for their finished products.

A subsistence economy declined with the peasants as commercial agriculture and money economy spread in India. In many areas, the peasants began to produce only industrial crops and to buy their foodstuffs. The moneylender supplied the credit needed by the peasants producing cash crops.

The moneylender played an important role in the peasant's life. He aided in converting the crops into cash and in paying the land revenue due

the government. If the peasants could not pay their debts to the money-lender, he could attach their livestock, their land, and personal possessions. He soon began taking over the peasants' land and renting it out.

The commercial crops brought about competition between machine made goods and the village artisans. The artisans could not successfully compete with these goods and were compelled to make ends meet as best they could. This greatly upset the social and economic unit of the village since many millions had to find other means of making a living or to aid their small artisan earnings. Most of them turned to agriculture since this was the only thing for them to do.

The concentration of landed property of about one half of all the cultivated land in India was in the hands of one or two million moneylenders, large landlords, and great magnates. This characterized the rural economy of India when India gained its freedom from Britain in 1947. Peasant proprietors, who tilled the soil, controlled less than one quarter of the land. There were three other groups on the land made up of poor proprietors, poor tenants, and propertyless agricultural laborers. These three groups, totaling more than 100,000,000 working men and women, existed below what by 19th century standards would have been the barest minimum considered satisfactory. The level of indebtedness to the landlords and moneylenders placed the peasants in a condition that approached that of unfree labor. The landlords received half or more of the peasants' farm produce while they seldom contributed farm implements, work animals, and seeds.

One out of every seven Indians lives in a town with a population of 5,000 or more. For India, as a whole, the great bulk of the town dwellers are not factory workers, but either hand artisans, unskilled laborers or domestic servants. There are at least 30,000,000 people employed in these

three groups. These groups are dependent upon the urban middle classes for employment.

The bulk of the middle classes in the cities consists of petty traders, shopkeepers, middlemen, sweatshop owners, and small absentee landlords. From their families come lawyers, schoolteachers, and the lower ranks of governmental employees, such as clerks. The middle class generally has a hard time to make ends meet and only a small percentage of them achieve a moderate degree of comfort.

Economic power and influence in the cities is tightly concentrated in the hands of a few thousand Indians who have successfully established themselves as industrialists and financiers. A few great industries have risen in Calcutta, Bombay, and Ahmadabad. Heavy industry is concentrated in the Calcutta area. The spinning of jute and its weaving into burlap is the heart of Indian industry in and around Calcutta. The spinning and weaving of cotton industry is located in the Bombay and Ahmadabad area. Bombay is also a great center as a port and diversified light industries.

India received its independence on August 15, 1947 from the British when India was partitioned into the two nations of India and Pakistan. India became a Federal Republic within the British Commonwealth on January 26, 1950. The Dominion of India is made up of 29 states.

Prime Minister Nehru's Congress party has been in office ever since India became independent. His party favors a mixed economy which would have both public and private enterprises.

Democracy is having trouble in the politically backward areas where the Congressional politicians, who have taken over the local government, lack training in administration and are often corrupt and overbearing. A study, made by Professor Paul Appleby, showed that the British had educated the

Indians to be paper-pushers in governmental work.¹ The British educational system was set up to educate Indians for lower governmental posts or governmental clerks so that the British would not have to bring all governmental clerks from Britain.²

The people of India want to make democracy work and to achieve progress and well-being, which are closely related to the preservation of the free world.

The pattern of life in India has been greatly influenced by the many different peoples, languages, religions, climate, and topography. Its institutions have been greatly influenced by foreign culture particularly the British. English is widely used in India and is an official language. Hinduism is the oldest religion practiced in India today.

The Indians have made cultural contributions to the world. One contribution is the concept of "zero" in the Arabic numerals. The Buddhism religion had its beginning in India and has carried many aspects of India's secular culture with it throughout Asia.³ The westerners can understand Indian music easier than other oriental music. The Indians have contributed literature, which is rich in poetry, proverbs, romances, and fairy tales.

¹Trumbull, Robert, India Since Independence, (Foreign Policy Association, Inc., New York, May 1954), p. 28.

²Interview with Narendra N. Bakhshi, New Delhi, India; Graduate Student, Virginia Polytechnic Institute, Blacksburg, Virginia, April 16, 1956.

³India: A Pattern for Democracy in Asia, (U. S. Department of State, Department of State Publication 5095, Washington, 1953), p. 4.

Conditions in India that Brought About the Need for Technical Assistance

Population - The population of India is increasing at an uneconomic rate which needs to be checked if the mass of people are to be better off. The large number of births in proportion to the population in India, in comparison with other countries can be accounted for by social factors such as the practical universality of marriage, an early marriage, and the absence of prudential restraint. Other factors cited as evidence for the over-crowding of the country are the extremely low standards of material existence, the incidence and fatality of famine, and the shortness of life's span.

Infant and maternal mortality are both extremely high in India. Indirect evidence of the high maternal mortality is given by the exceptionally high death-rate of females between the ages of fifteen and twenty-five and by the fact that deaths among females exceed those among males for the age group ten to thirty.¹

The total average life span in India before Point Four began was estimated at 24 to 27 years. Violent fluctuations of the birth rate and death rate occur in famine years. The death rate soars and the birth rate drops markedly during a famine. Disease is another factor affecting both death and birth rates. Plague outbreaks, epidemics of various types of malaria, cholera, typhoid, smallpox, dysentery, tuberculosis, rabies, leprosy, hook-worm, venereal disease, and pneumonia constitute serious health problems in India.

A large section of the social problems of India revolves about the nutrition of the people. Nutrition and diet vary from caste to caste and

¹Anstey, Vera, The Economic Development of India, (Longmans, Green and Company, London, New York, and Toronto, 1936), p. 43.

from region to region. The most important and widespread characteristic of Indian society, which is based upon religion and which limits economic activities, is the peculiarly rigid social stratification which has arisen out of the caste system. Caste rules lead to much waste of labor by preventing the cooperation of members of different castes, and to a tremendous waste in the sphere of consumption. Caste works through the family which consists of the head of the family and his wife, their sons and daughters-in-law, and a number of grandchildren. They pool their earnings and are maintained out of the common fund.¹

The customs and institutions of India have tended toward over-population, the checking of economic enterprise, and the prevalence of a poor standard of mental and physical development.

India is no larger in size than Western Europe and yet it contains 360 million people which is one-sixth of the human race. No country surpasses India in population except China. This great population and its annual increase of 4 million is one of India's major problems. The census commissioner estimated that India's population at the present rate of growth will reach 450 million by about 1969.²

Health - A chief cause of economic inefficiency and of low output per head is the poor standard of general health. The lowering of general health makes masses of people susceptible to endemic diseases such as malaria, hook-worm, and tuberculosis. The disease problem is more difficult in India than in the West because of the lack of education, the extreme poverty of the people, and the existence of customs and prejudices opposed to the adoption of Western medical and sanitary measures. The

¹Ibid., p. 47.

²Trumbull, Robert, op. cit., p. 36.

situation is economically as well as morally disastrous. The conquest of India's preventable diseases would bring for greater economic gain than any number of commercial, industrial or financial reforms.

It will be very hard to increase the general prosperity in India so long as the income of individuals is absorbed by an increase in population rather than a rise in the standard of life. Millions of infants born into over-crowded homes are under-nourished and disease ridden before dying a premature death. The average life expectancy of a new born baby in India is 27 years; in Japan it is 58, and in the United States it is 68. This single statistic is reason enough for the country's continuous interest in the improvement of health facilities.¹

The average per capita income is less than \$60.00 a year which cause most Indians to exist economically somewhere between starvation and bare sufficiency. The average adult as of November 1953, was subsisting on one-half to two-thirds of the internationally recognized minimum caloric intake for a working individual.²

Village Life - Housing is one of the most serious difficulties for the peasants of India. The house types of a typical village are commonly four walls of mud with an earthen floor and a roof of grass. There are no electric lights, no telephones, no sewers, no paved streets, and frequently no roads at all. You will find no windows, no screens, and poor ventilation in these houses, which are crowded, drab, and dull.

There is frequently no school, no nurse, no doctor, nor even a sanitary water supply. The clothing of the villager is primarily made from cotton. There is a tendency to use wrap-around clothes. Their diet

¹India: A Pattern for Democracy in Asia, op. cit., p. 7.

²Trumbull, Robert, op. cit., pp. 35-36.

is mainly of rice, wheat, millet, and vegetables. Rice is boiled, wheat or millet made into unleavened cakes.

Education - Nine of every ten people in rural India are unable to read or write, not because they do not want to or because they are not intelligent, but because they have not had the opportunity to learn.¹ In 1952, there was about 80 per cent of the population that could not read or write. The low level of education is part of the unfortunate circle of poverty, ignorance, and ill health that must be broken in order to make any important progress.

Agriculture - The big reason for the deep poverty in India is the insufficient food production. The lack of water is the big reason for the food shortage. The uncertain monsoon rains and inadequate irrigation and storage facilities are responsible for the lack of water. The monsoon period starts in July and ends in September. During this period, the rain generally pours, but the land is very dry the remainder of the year.

There are many other problems for the Indian farmer to face besides the water problem. The farmer has poor land; he lacks sufficient credit; cultivation is not intensive enough; there is a lack of good seeds; and there is insufficient use of modern agricultural equipment and methods.

Crop production methods date back to pre-British times and have been passed on from generation to generation. Modern methods of production have been irrelevant because the unit of field production has been limited to tiny plots. In the Punjab area two out of five peasants tilled units less than $2\frac{1}{2}$ acres in size. The farms average from three to five acres. Even those small farms are made up of many scattered patches, as a result of subdividing the land among the farmers' sons. Many farmers have no

¹Holmes, Horace, "Self-help Develops Strength and Confidence", Vital Speeches, December 1, 1951, p. 123.

land at all, but work as tenants or as laborers.

Erosion and other natural causes put land out of production each year. Little incentive has been offered the peasants to step up their output since the landlord has been receiving 50 to 60 per cent of the goods produced as rent. Any increase in food producing acreage in the past has been outstripped by the increase in population.

Two hundred and ninety-five million Indians, living in rural areas, form 83 per cent of the total population, and more than 70 per cent of the people derive their livelihood from land. Although fifty per cent of the national income is contributed by agriculture, it is not very healthy and the average yield of crops is very poor. Because of the crop pattern, which is governed by the monsoons, most cultivators are idle and looking for remunerative work at least half the year, in some cases as much as eight months.

The average peasant lives on an exceedingly narrow margin of subsistence and when crops fail he falls readily into the clutches of the moneylender. It is estimated that two-thirds of the cultivators are always in debt. Other reasons for this situation are increasing fragmentation of holdings, increasing congestion, improvidence, and modern economic changes.

Industry - Although India is next to Japan in being the most industrialized country in Asia, it is far behind the amount of industrialization needed for a healthy economy. India produces only about 1.5 million tons of steel a year, or approximately 1.5 per cent of the United States' output.¹ The main heavy industries are iron and steel, cement, and chemicals. Industry in India is devoted largely to the production of consumer goods

¹India: A Pattern for Democracy in Asia, op. cit., p. 5.

such as cotton cloth, paper, matches and salt. Although the extensive Indian railway system is Government owned and managed, most of India's industry is in private hands.

Only 1.5 per cent of the population —some 5,000,000 workers— are engaged in factory-type industrial production. The inability of business and industry to absorb the number of educated Indians who come onto the labor market every year has caused a tremendous unemployment problem.

CHAPTER II

POINT FOUR TECHNICAL ASSISTANCE PROGRAM

What is Point Four

Point Four is a way of helping those who want to help themselves through their own efforts and their own resources. It is a purely constructive creative undertaking; it is a quiet revolution. Point Four means sharing our knowledge with the people of underdeveloped areas and it means learning from them. It operates on the belief that the individual has the capacity to help himself and improve his environment. Point Four is a way by which we help to improve living and working conditions for people whose way of life in many respects is hundreds or even thousands of years behind the twentieth century.

Former President Harry S. Truman stated in his inaugural address, delivered on January 20, 1949:

We should make available to peace-loving people the benefits of our store of technical knowledge in order to help them realize their aspirations for a better life. In cooperation with other nations, we should foster capital investment in areas needing development. Our aim should be to help the free people of the world, through their own efforts, to produce more food, more clothing, more materials for housing and more mechanical power to lighten their burdens. With the cooperation of business, private capital, agriculture, and labor in this country, this program can greatly increase the industrial activity in other nations and can raise substantially their standard of living. This should be a cooperative enterprise in which all nations work together through the United Nations and its specialized agencies whenever practicable. It must be a world-wide effort for the achievement of peace, plenty, and freedom. All countries including our own will greatly benefit from a constructive program for the better use of the world's human and natural resources. Only by helping the least fortunate of its members to help themselves can the human family achieve the decent satisfying life that is the right of all people.¹

¹Daniels, W. M., The Point Four Program, (New York, 1951), pp. 10-11.

The president's proposal was translated into law when Congress passed the Act for International Development in May 1950. The proposal was translated into action when the Technical Cooperation Administration (TCA) was created within the Department of State in September 1950 to administer the Point Four program.

India concluded a Point Four agreement with the United States on December 28, 1950. The late, Dr. Henry G. Bennett, Technical Cooperation Administrator, said:

The Point Four agreement with India creates a magnificent opportunity for two great nations to work together for their mutual progress and well-being. This method of technical cooperation is the best, the most realistic, and the most practical way of bringing our two people closer together in growing understanding and respect.¹

This program is known as bold and new because it is the first time a great nation has made it a national concern to aid the underdeveloped countries which contain over half the population of the world. This program is to be long range and a demonstration of confidence in the possibility of achieving world peace.

Each technical cooperation project clearly states the contribution of the United States and those of the cooperating nations in terms of manpower, equipment, and money. The United States' contribution generally consists of technicians plus the cost of the equipment they need to demonstrate their skills and to make them effective. In some cases, the United States is providing supplementary funds, which may be administered jointly by the United States and the cooperating governments.

In the memorandum to his staff, Dr. Bennett described the Point Four

¹Point 4 Agreement with India, U. S. Department of State, Department of State Bulletin, Volume 24, (Washington, 1951), p. 67.

Technical Assistance program as "a simple, down-to-earth, self-help program designed primarily to assist other people in increasing their food production, bettering their health conditions, and improving their educational systems."¹

Importance of Point Four

Point Four strengthens the independence and stability of countries where it operates, thereby contributing to American security and to the security of the free world in its struggle against communist aggression. It is an answer to communism because it offers people a chance to improve their lot without sacrificing their freedom. Former Secretary of State, Dean Acheson said:

We should be carrying these programs forward even if there were no Soviet threat. The peoples of the underdeveloped areas know that life can be better. They have a window on the twentieth century; we can help them find a door so that they can become strong, self-reliant partners in the free community of nations.²

We have been trading with India for many years along with highly developed countries; we have proved by experience that our foreign trade is by far greater with highly developed countries than it is with India, because of India's low standard of living and inadequate industry. The people of India have been awakened in recent years to the problems facing them. The growing understanding of government, the two world wars, and the spread of industrial civilization have changed the lives of these people and they want to play a greater part in world affairs.

¹Acheson, D. G., What is Point Four, U. S. Department of State, (Washington, February 1952), p. 10.

²Facts About Point "4", U. S. Department of State, (Washington, March 1952), p. 4.

By developing its resources, and expanding its productivity and purchasing power, India would become a great asset to our own growth and economic strength. Also, the development of India will strengthen world peace.

India's people need the hand of fellowship; they want to belong to something universal of which they can give their whole allegiance.

The hand of communism is constantly extended to these people, but we must extend a greater hand. We have aroused great hopes in these people and we must fulfill them in order to have an universal fellowship.¹

Methods of Carrying Out Point Four

The United States alone cannot speed up the development of India with its millions of population. We plan for the program to be international and to be carried on through the United Nations and other international agencies when possible, but when our government participates without the assistance of other international organizations, it shall be carried on by our national agencies such as the Department of State, the Department of the Interior, and the Department of Agriculture. The greater part of the work of planning and carrying forward this program of economic development must come from India itself.

The United States should channel a large portion of its funds through the United Nations in order to stimulate contributions from other countries. We should not pay the whole cost when other advanced countries are prepared to share part of the burden with us. The United Nations has wider resources of technicians on which to draw than does the United States; it has much broader technical resources for giving students and workers advanced training outside their own countries. Another favor of a United Nations

¹Malik, C., "Manifesto for the West", Commonweal, May 9, 1952, p. 111.

approach to the Point Four program is the fact that international agencies can conduct activities requiring joint international action far better than individual countries. Technical assistance through the United Nations and its agencies can mobilize all the technical skill and know how of the world to speed the process of world-wide economic expansion.

The United States has been one of the main sponsors of the United Nations and its agencies and has repeatedly pledged itself to work through them in international, political, and economic matters. Raising the standards of living of the people of the underdeveloped countries is a primary United Nations objective.

The Point Four program in India is part of a much larger development program designed by the Indians themselves. It is being primed by our technicians and equipment, but mostly it is an Indian show with us helping out.

American technicians do not tell India what programs it should have or what it must do. They study the problems of India and try to put their knowledge at the disposal of people who adapt it to their own needs and customs. They go out as "grass roots" ambassadors to share and adapt their skills to the needs of the people with whom they work. They use the methods of teaching and demonstration and they often learn as much as they teach.

In India, where most of the people suffer hunger, disease and poverty, the greatest activity of technical assistance is in the fields of health, sanitation, agriculture, and education. Although the greatest assistance is being given to the above fields, technicians are also working in the development of natural resources; in public administration, and governmental services; in transportation and communication; in industry, housing, social services; and in the field of labor.

Along with the means for mechanical and material advancement, Point Four provides the means for demonstrating the social and spiritual values which are the deep strength of the democratic way. When farmers are taught modern ways of planting and provided with improved wheat seed, they are expected to share their improved seed from the next harvest with a neighbor who has received none.

Point Four is the vehicle on which scientific knowledge, technical invention, and material progress become traveling companions with our ideals, our hopes, and our aspirations for achieving real brotherhood among men.¹

¹Point 4, United States Department of State, (Washington, February 1953), p. 11.

CHAPTER III

POINT FOUR IN ACTION

Former Ambassador Allen has stated how our government feels about helping India achieve its goals:

India's problems are in a very real sense the world's problems, and many nations, recognizing this, are offering whatever help they can. The United States is in the forefront as regards material help and moral encouragement to India. We do not give our help as charity; on the contrary, our help has been in the nature of an investment in India's sovereignty and independence. We, and the rest of the free world, stand to receive rich dividends in strengthened democracy and in developing a strong spiritual bastion against the heartless and dangerous forces of materialism.¹

During the fall of 1951, the United States Congress provided for \$54 million to be used in Point Four Technical Assistance to India. This money went to the Indo-American Development Fund which was established by an agreement signed by Prime Minister Nehru and former Ambassador Bowles in January 1952. This fund was to assist the Indian government in its program of economic development. In June 1952, the United States Congress appropriated an additional \$45 million to be used in the development program during the following fiscal year. India spent twice this amount in rupees. They did most of the planning and work connected with Indo-American Fund projects, but American technicians assisted in various capacities. Until the signing of the agreement between Prime Minister Nehru and former Ambassador Bowles, Point Four activities had been limited to a few American technicians in India.

Mr. Horace Holmes, Chief Agriculturist under the Technical Cooperation Administration to India, was one of the first American technicians to work in India under the Point Four program. Since he had worked in China after

¹India: A Pattern for Democracy in Asia, op. cit., p. 10.

World War II with the United Nations Relief and Rehabilitation Administration, he had great respect for the civilization of the East and was always careful to work within the tenets of the peoples' religion and customs, realizing that the problems of India were large and complex.

Mr. Holmes has a belief that there is a common bond between men of the soil all over the world:

There is a fellowship and an understanding among people close to nature. It may be that, schooled by the same teacher, we have more common understanding. It may be a spiritual bond stronger than those made by men. It is the understanding of some of these fundamental concepts of right and wrong, of decency of man to man.¹

Mr. Holmes began his work in an area of one hundred square miles around Etawah, United Provinces, because he needed a territory that would be small enough to give it close attention for study and yet large enough that whatever happened there would be significant. He and his assistants offered hope of preventing future famines. Farmers were taught to work the soil so as to conserve every bit of moisture in it; they were induced to clean out the ancient tanks or ponds which must have been built for storing water long ago. There are 26,000 ponds over an area of 29,000 square miles in the state of Mysore. By encouraging the people to restore them to their old function of storing water, an important contribution will be made toward controlling future famine threats.

Vocational courses were set up by Mr. Holmes to train young men to teach so that the areas of farm improvement could grow. These courses were set up to give a boy basic training in 60 days. Many would drop out, but those that finished became a valuable nucleus of well-trained people to

¹Point Four Pioneers, U. S. Department of State, Publication 4279, (Washington, October 1951), p. 27.

carry on the work of the future.

Mr. Holmes said:

We pooled the knowledge that the Indian farmers and rural workers had acquired with such knowledge and techniques as we could share with them. There has been no attempt to transplant American methods to conditions so foreign.¹

After the experiments in the area around Etawah, Mr. Holmes felt there were three principles that should govern all the agricultural work in India: First, it was obvious that any new methods introduced must be immediately adaptable. The average Indian farmer, raising barely enough to feed himself and his family in the good years and close to starvation in bad years, could not afford long-range experiments. Second, what was to be done must be accomplished with what materials were at hand or could be easily obtained. An example of economically acceptable change has been the effort to induce farmers to use cow dung as fertilizer instead of burning it for fuel, which is done now. The Indian Government has provided fast-growing young trees which will eventually become fuel and put an end to the age-long waste of valuable fertilizer. The third principle is acceptance of the fact that all changes made must fit into the deeply religious lives of the people.²

Our technical experts in India must work directly with a wide variety of people whose language they usually do not know and whose customs they often misunderstand. Farmers do not trust them at first because they think these technicians are there to figure ways of getting more money for the tax collector or the large landowners. The technician proves to them that he wants to help them. He does this by dirtying his hands at work with a

¹Holmes, Horace, op. cit., p. 123.

²Point Four Pioneers, op. cit., p. 23.

spade, or a plow in demonstrating his belief in the improved methods which he has to offer the farmers.

Perry Jameson, Extension Agent from Jackson, N. C., working with the United States Department of Agriculture in India, said:

At first, I had to curb my impatience at the slower pace of Indian life, but I soon assumed the natural easy manner of tobacco farmers in North Carolina. It turned out to be just what was needed to get along with Indian officials.¹

People in our country, who plan to work in India successfully, should learn to like and understand these sensitive and basically charming people. This is highly important because progress begins with people and grows only as their mutual understanding increases. Although most of our specialists are competent and devoted, there are a few who have special problems.

India's First Five-Year Plan

The First Five-Year Plan, which ended April 1, 1956, was adopted by India to relieve its crushing economic and social problems. The major emphasis of this plan was placed on agriculture since four-fifths of the Indians live in villages and more than three-fourths work the land. The aim of the Five-Year Plan was to boost food production in cultivated regions, and to develop untapped resources. The new projects included land reclamation, irrigation, digging canals and wells, and harnessing major rivers to prevent floods and to provide hydro-electric power. Existing manufacturing plants were to be modernized, and new plants constructed. Also included in the plan was development of natural resources, and greater industrialization and rehabilitation of transportation and communications. Other

¹Hickey, Margaret, "New Diplomacy in India", Ladies Home Journal, August 1953, p. 24.

goals included in the plan were social welfare, housing, improved health, education, better labor industrial relations and resettlement of displaced persons.

India has great potentials for developing its resources of land, water, and minerals; and it staked a major portion of its available capital, its borrowing capacity, and its technical resources on the Five-Year Plan. This plan proposed an expenditure of roughly the equivalent of \$4.3 billion by central and state governments. Private industry and private individuals were expected to invest the equivalent of another \$3 billion in economic development activities. This sum imposed the most severe strain on India's economy.

The Five-Year Plan proposed expenditure by the central and state governments was divided by the following major projects: (1) Industrial Development 8% (2) Agriculture 18% (3) Social Services, Health, Education, etc. 23% (4) Transportation and Communication 24%, and (5) Transportation and Power 27%. Minimum development goals were hoped to be reached by 1956 under this plan.

Under the Indian Five-Year Plan, six multi-purpose river valley projects were undertaken to increase the irrigated agricultural area and provide hydro-electric power. An example of the river-valley projects is the famous Damodar Valley Corporation, financed by the Government of India and the World Bank. Before the dam was built, the Damodar was a small river which often became a demon with great power in its torrential waters. Floods of the Damodar have cost the lives of thousands.

The Food and Agriculture Organization (FAO) of the United Nations supplied a team of eight experts to assist the Indian Government in the improvement of livestock production and control of animal diseases. Three

artificial insemination specialists were supplied the Food and Agriculture Organization to help India in an intensive program to raise the quality of milk producing cattle.

Cattle deterioration in stature and productive capacity is due to malnutrition which is caused by the poor food value of the paddy straw which invariably forms the exclusive diet. There are approximately 150 million cattle in India which is more than 15 times the number of cattle in Canada; yet, India's yield of milk is only twice as great as that of Canada.

It is estimated that more than one-third of the Indian cattle is unproductive. An FAO specialist assisted this problem under the Point Four program. He assisted in setting up disposal centers for uneconomic animals. These centers have complete units for flaying, tanning and utilization of carcasses, and under his direction a training and administration center was set up, with the assistance of the Ford Foundation, for the improvement of tanning practices and their extension as a rural industry.

The Five-Year Plan proposed segregating old and inferior cattle, but the achievement up to the end of 1954 showed that only three per cent of the money set apart for this had been spent on it. This shows that it has not received popular support.

In 1954, India's steel output was only 1.1 million tons although India has the richest high-grade iron ore in the world. The target of the First Five-Year Plan was 2.2 million tons to be reached by 1956.

India is the first non-communist country in the world to receive the new Russian offers of technical and material assistance. Before 1954, Russia's exports had been primarily of ideas. In 1954, there were three Russian experts in India to modernize the Panna Diamond Mining Industry

in Vindhya Pradesh.¹

The Russians gave 2,000 tons of agricultural machinery to India, which is to be used to run a 30,000 acre state farm that the Indian Government is setting up. The equipment includes scores of crawler-type tractors, harvester combines, heavy trucks, jeeps, bulldozers, seed drills, heavy-duty harrows, excavators, rollers, graders and other types of farm machinery.

Russia is building a one million ton steel plant in India which is suppose to be finished by 1959. It is India's fourth steel plant. The Russians will lend India nearly 100 million dollars on this project which will be paid back at $2\frac{1}{2}$ per cent interest over a period of 12 years. This is the largest and most spectacular Soviet project in India.²

A fresh water fisheries specialist has demonstrated practical methods of cleaning large areas of water hyacinth with hormone weed killer. These areas will become available for fishing or fish culture, and the expert has recommended the establishment of an experimental fish farm. A fisheries engineer is assisting the government in the development of fishing operations in the extensive estuarine waters of West Bengal.

Norway sent fishing experts to the State of Travancore, on the southwestern tip of India, to pass along Norway's centuries of marine wisdom. These experts found the coastal waters full of fish, but the Indians, who had only small boats and primitive gear, couldn't get far enough out for big hauls. They taught the Indians how to catch the fish. They motorized the boats, rot-proofed the nets, built ice-making plants, and set up

¹"Russia's Point Four Starts in India", New Republic, October 11, 1954, p. 3.

²Law, John, "Business Deals Win Friends Where Gifts Lose Them", U. S. News and World Report, March 9, 1956, p. 90.

cold-storage depots and a fishing co-op. They sent India three of the most modern fishing vessels ever built with radar, automatic pilot, echo sounder for fish detection, and freezing equipment.¹

India has the fourth largest railway system in the world with more than 34,000 miles of track. It is exceeded only by the United States, the Soviet Union, and Canada. The system carries more than 80 per cent of internal freight traffic and 70 per cent of the passenger traffic.

The United States Government has been cooperating with India in railway rehabilitation since 1954 through Point Four Technical Assistance. Engineers from the United States are studying the most practical methods for equipping India's rail system, both from a short-term as well as a long-term basis, to cope with the rapidly expanding traffic load. These studies will cover railway yard layouts, marshalling yards, signals and operations, increased utility of equipment, motor power car design, techniques to increase train weights and lengths, coupling design, and the possibility of double-tracking some of the heavily used routes. A study will also be made of coordinating rail-sea movement of bulk commodities, particularly coal, with the objective of relieving congestion and releasing capacity for other traffic.²

The United States commitments to the Indo-American program from the signing of the agreement between the United States and India in January 1952 and June 30, 1955 has totaled \$267,900,000, of this amount \$38,800,000 was for railway rehabilitation. This sum includes the financing of 100

¹ Davids, Richard C., "Good News About American Aid", Readers Digest, February 1955, pp. 65-66.

² "Survey of India's Railway System", United States Department of State, (Washington, February 27, 1956), pp. 349-350.

steam locomotives and 8,730 freight cars; to supplement the purchase of 2,000 locomotives and 40,000 freight cars financed by India under its First Five-Year Plan.¹

An agreement, between the United States and India, signed the first part of January 1954, gave India 20 million dollars worth of new locomotives and freight cars for its railways. Another agreement, signed during the same month, gave the Indian Government \$25.5 million dollars worth of steel from America.²

American technicians assisted in the Damodar Valley Project in India for hydro-electric power, water storage and flood control. Point Four representatives are helping India develop fertilizer manufacture, advising on aircraft manufacture, surveying the possibilities of lignite deposits in Madras and advising on foundry improvements.

The Five-Year Plan called for an increase of nineteen million acres in the irrigation system. This is equal in area to South Carolina and slightly more than all the irrigation in the United States. The major sources for irrigation are the great river valley developments which will also increase India's electric power capacity by over a million kilowatts by 1956, an increase of 55 per cent.

The projects, which the United States aided with technical advice and construction equipment, were suppose to bring 3.7 million acres of land under irrigation and provide power capacity of 325,000 kilowatts by 1956. This will mean almost 2 million tons of food added every year to India's domestic supply.

¹Ibid., pp. 349-350.

²"Nehru Steps Up Criticism - America Steps Up Aid", U. S. News and World Report, January 15, 1954, p. 36.

Community Development Program

On October 2, 1952, the Community Development Program in India was officially inaugurated. This program has five major parts:

1. Development of food and agricultural resources.- This part of the program will take the form of demonstration farms, including the use of commercial fertilizer and high quality seeds and use of improved farm implements, land reclamation, irrigation, the operation of credit facilities and the development of inland fisheries.
2. Free Education - This has been scheduled not only for elementary and secondary schools, but also for vocational schools, literary classes for adults, and free library services.
3. Improved Health - In addition to health clinics and public health measures to control diseases, this part of the program calls for increasing emphasis on improving sanitary conditions and on obtaining and using clean drinking water.
4. Community Service Centers - The plans for these centers call for adequate facilities for storing and marketing crops, veterinary services, and centers for the maintenance of farm machinery.
5. Small-Scale Industry - For 6 of the 55 projects, plans have been made for the development, with Indian funds, of small-scale industries which will employ surplus labor in producing simple tools, building materials, and other supplies and equipment needed for the entire program.¹

This program is based on a combination of the self-help village development techniques and the rural extension service methods of our own Department of Agriculture. All of the officers and village development

¹"South Asia", The Mutual Security Program, Second Report to Congress, United States Department of State, (Washington, June 30, 1952), p. 27.

workers are Indians. The hard work and help of the villagers themselves must be enlisted if progress is to be obtained in the community development project. This project introduces the villagers to improved tools, better seeds, new principles of fertilizing, modern methods of public health, opportunities for education, and better town planning.

Village improvement is a major phase of India's development plan, and the United States technical cooperation is centered around this concept. For the fiscal years 1952 and 1953, a total of \$11 million in Indian rupees were obligated for community development work. Out of 124 American technicians in India at the close of the fiscal year 1953, over half were working directly with more than 1,000 Indian associates in village improvement projects.

Mr. and Mrs. Alston Waring, of Pennsylvania, went to Barpali, India, in 1952, under Point Four, to help in rural development. They had to reach the Indians across the gulf of custom, language and thought. They had to overcome the fear of the Indians in Barpali because for centuries strangers usually had come to conquer, exploit, tax or rob. Living close to nature on their farm in Pennsylvania had taught Mr. and Mrs. Waring that all patterns of life have a reason for being and are not to be uprooted casually. Through their village workers, whom they had selected and trained, they began slowly to know the people, to make friends, and to get ahead with their work. Although these farmers were illiterate, they were good farmers, and they knew that new ideas must be approached with caution.

Teaching is the core of all phases of rural development, but it is teaching of a special kind. It is not simply the bringing of new techniques. It has to do with the birth of hope and of a belief in one's own powers to do and to accomplish. Rural development is about 95 per cent

problems in human relations and 5 per cent technical aid.

Mr. Waring said:

We learned to respect the ability and shrewdness of the people of India's land, but at the same time we came to realize that they could not jump across the decades of technological progress all at once. They must do it, if at all, one slow step after another. Part of the problem was lack of literacy. In the township of Barpali there were about 54,000 people in some seventy-seven villages. Only about 5 per cent of them could read and write. In some villages not a single person was literate.¹

Change comes in a community by an inward process. New ideas have to be digested, milled over, and tried out. The village people of India today are making their own beginnings. Gandhi constantly taught his people that changes could not be made for them. There must be courage to try, and the edge of courage must be slowly and carefully sharpened after it has been dulled by ages of authoritarian rule and poverty. Courage and self-confidence are growing slowly out of the new freedom which India has won and cherishes.

Less than half of the Point Four funds for India, \$25 million out of a total of \$54 million for the fiscal year of 1952, were allocated directly to the community development program. Most of the remaining funds went to projects connected with and supporting the community development program including \$6.6 million for fertilizer, \$9.4 million for steel and equipment for wells, \$2.2 million for iron and steel to be used in making farm implements. Other uses of the Point Four fund in India for the fiscal year of 1952 were: helping to complete irrigation works; developing commercial fisheries in order to help meet the need for protein food; controlling locusts; reclaiming land made useless by the growth of kangrass; making

¹Waring, Alston P., "We Went Back 1000 Years", The Saturday Evening Post, March 24, 1956, p. 80.

soil surveys, and working to control malaria.¹

A typical village community development area is made up of about 100 villages. These villages are grouped together in a development block which takes in about 50,000 acres and 100,000 people. To get the program underway, seventy-four rural-urban development blocks were set up throughout India to aid about 7 million people in 10,000 villages. Under the Five-Year Plan, India hoped to reach a third of its rural population through community development activities by about 1956. In each development block one central town will supply the surrounding area with agricultural extension, public health, educational, and similiar services. In the fiscal years 1952 and 1953, over 160 of these development blocks were initiated, encompassing over 16 million people. By December 1953, community projects had been expanded to 35,000 villages in 28 Indian states with a total population of 29 million people.

Community development is the key to the future of India and Asia. It is an administrative framework through which modern scientific knowledge can be put to work for the benefit of the hundreds of millions of people who have for so long lived in poverty. The Indian Government wanted this program to be a mass program, to touch as many people as possible as quickly as possible, and to arouse its people to an understanding of what they could accomplish for themselves.

The people of India need a sense of purpose, community cooperation and a sense of human dignity in order to carry their economic development program forward and to realize a higher standard of living. It will be impossible for the people to make progress if it is attempted by bureaucratic coercion or charity from the top down.

¹"South Asia", The Mutual Security Program, op. cit., p. 27.

Prime Minister Nehru called this program the "revolution" which some have sought for so long. This is not a revolution based on chaos and the breaking of heads, but on a sustained effort to eradicate poverty.¹

The Point Four Community Development Program calls for the training of around thirty thousand village workers and hundreds of specialists in soil conservation, irrigation, malaria control, agricultural engineering, public health and literacy work. It is the greatest development effort of its kind ever launched in a democratic nation.

The Ford Foundation has helped to establish training centers which are training thousands of young Indians for vital community development assignments. From daybreak until after dark, the trainees learn to dig compost heaps, take care of cattle disease, encourage each villager to plant a small vegetable garden, teach the women how to provide a balanced diet, and teach the village blacksmith to make simple steel tools. The students also learn how to clean wells, build latrines, diagnose and help forestall cholera and yellow fever epidemics, spray for malaria, and help establish schools.

A young trainee must train for four months on-the-job plan. Half of the time he studies subjects ranging from rural psychology to artificial insemination of cattle, but he also learns to "dirty" his hands. No matter what his caste, he must be willing to demonstrate, by spade, by plow, and by muscle, his belief in the dignity of labor.

Upon graduation from his training, a student is assigned to anywhere from three to eight villages. Specialists in soil conservation, agricultural engineering, irrigation, public health and education are being

¹Bowles, Chester, "A Golden Rule for Foreign Aid", Life Magazine, December 28, 1953, p. 45.

stationed as consultants at regional headquarters. Whenever a village trainee runs into a particularly tough problem, they will be able to give him fast help and advice.

Villagers are generally suspicious of the development worker at first. He must obtain their friendship and prove to them that he is sincere in his work. After he has gotten the confidence of the villagers, the worker must explain the self-help principle. The government can give assistance only if the people are willing to work hard for their own betterment.

One young worker in the Punjab told the villagers that they could make over their village within three or four years. When the village moneylender asked how they would be paid, the young worker told him:

Your pay will not come in rupees, but in the satisfaction of seeing your children in school, of knowing that they will grow up healthy and strong. It will come in being able to move your extra grain to markets over roads passable even in the monsoon, in knowing that your community is a better place to live in and that the poverty of the past can be left behind forever. Does any man need greater pay than that?¹

By working in teams, the young and the old can help create whole new villages by giving a few hours of labor a day to their village and country after their own work is finished.

Albert Mayer, an American architect, laid down five principles to use in training the village trainee:

Win the people by demonstration never compulsion; prove you are willing to do anything you ask them to do; progress only so far as the people can, without going into debt; put everything on a pay-as-you-go basis; build slowly on the established beliefs of the people.²

In 1954, Dr. Estella Ford Warner, head of the Medical Assistance

¹Ibid., p. 48.

²Goodfriend, Arthur, "Miracle in India", Ladies Home Journal, November 1953, p. 122.

Program in India, handled \$9,000,000 of Point Four funds to work with \$35,000,000 from the Indian government. This fund was to aid in improving and purifying the water supply in India's 700,000 rural villages, malaria control, the establishment of dispensaries, clinics and hospitals, and the training of Indian doctors, nurses and midwives. There are less than 10,000 nurses and 60,000 doctors serving India's millions. The Indian Government wants to train 700,000 nurses and increase their number of doctors to 160,000 over a long period. The number of nurses are being increased through training courses in many American hospitals and dispensaries in India operated by mission societies as well as in Indian hospitals. As late as ten years ago, nursing was not looked upon as a good profession.

Several of the World Health Organization (WHO) family-planning centers are located in the State of Mysore, working on India's ever-pressing population problem. Village women who cannot read practice the rhythm methods of birth control. They count the days on a string of bright green beads, given them for that purpose, instead of by the calendar.

The World Health Organization has sent experts from Greece in an effort to bring down the high malaria rate among infants. Another World Health Organization project brought Scandinavian medical teams to fight tuberculosis, which takes nearly half a million lives each year. The United Nations International Children's Emergency Fund, in collaboration with World Health Organization, has contributed to such projects as maternal and child welfare and the construction of a DDT and penicillin plant.

When the Community Development Program got underway in 1952, malaria was recognized as one of India's worst health problems. Thirty-four million dollars of the First Five-Year Plan were for the malaria control program.

The United States contributed a little over \$20 million through Point Four, to aid this program which was the world's largest effort in malaria control. The United States's contribution was used to pay for the imported DDT, the spray guns and some jeeps. The plan aimed at the practical elimination of malaria by 1956, the reduction of the 100 million annual cases to substantially less than a million. There were four thousand control agents and experts to find and check the particular kind of mosquito in each locality, locate and spray its breeding grounds, and spray all the houses and outbuildings.¹

It is hard for Americans to realize the great sacrifice that Indians will endure in order to get an education. A young teacher will often work in the fields with women and children from dawn until dusk in order that she might gather them aside now and then for classes. In one village, the people were persuaded by the village worker to invite a teacher to start classes under a tree. Both the parents and children came to learn to read and write.

Village people are learning that they can have their own schools although they are very simple schools held under the trees or outside at night by the dim light of kerosene lanterns. There are no chairs, no paper, and no pencils. Each person smooths the dust before him and writes with his fingers in the dust. Both young and old study together in these schools. Father and son sit together, learning together. In these schools, they learn to read and write in a month. In three months they can do simple sums. They also learn such things as simple improved agriculture, sanitation, health practices, and cooperation. During the day, the teacher becomes their county agent; they practice what they learn and thus education becomes the

¹Bowles, Chester, Ambassador's Report, (New York 1956), pp. 164-165.

means toward an end of better living and hope for the future.

Today's biggest conflict is a war of ideas. Dr. Lauback, Special Counselor to the Committee on World Literacy and Christian Literature, said: "It is not enough merely to teach people to read. We must provide reading matter which will help them to help themselves and will increase their understanding of what freedom means."¹

The Point Four program brought Miss Irene Anandaba Williams, a respected Indian teacher and job-training expert, to the United States in 1951 to learn how American women are trained as workers in an industrial society and how they may achieve for themselves an economically independent position. Her sponsor was the Women's Bureau of the Department of Labor under Point Four.

While in the United States, Miss Williams went to vocational schools around Washington and to enterprises such as the Farm Women's Cooperative Market. She went to vocational schools in small towns. A factor that impressed her was the use of vocational guidance counselors to place people in jobs and to take care of cases of maladjustment. She remarked that there was a definite need for this service in her country.

Miss Williams wanted a closer knowledge of the fundamentals and methods of industrial education in the United States. She entered Pennsylvania State College, enrolling in the Department of Industrial Education, which is a pioneer in the field. With the help of the faculty there, she laid out a fresh program for teacher training and new courses for her students in New Delhi. She took a course in trade analysis and studied the administration of vocational education. She studied audio-visual and sensory aids in teaching. She learned how much more interesting and impressive

¹High, Stanley, "Revolution Via the ABC's", Readers Digest, October, 1955, p. 136.

posters could make class teaching in all its branches. She learned how to operate audio-visual equipment and to instruct others in its use. She gained an insight into actual operations in various schools through discussions with teachers and in her classes.

Miss Williams remarked:

The instructions and help I have received on this Point Four program have equipped me to return to my county and help the department in which I work set up a program for teaching, training, and to suggest other means to reorganize and expand the existing programs for women in vocational education in India.¹

Miss Williams has returned to New Delhi and is now directing the instruction of several hundred teachers each year at the Industrial Training Institute for Women. These teachers will carry their new knowledge and skills to countless numbers of students in years to come.

Point Four is primarily an exchange of knowledge and skills. Miss William's story illustrates the way the exchange works to the advantage of the United States and the cooperating countries. Wherever she stayed during her training course in the United States, people through her came to know and understand India a little better.

Statistical returns might show that 80 to 90 million acres of land lie as cultivated waste, but in spite of the long agricultural heritage and the food famine in the country, except in the newly irrigated tracts of Central India and the freshly deforested regions like Assam, the extent of cultivated area since the beginning of this century has either been constant or has shown a steady decline.

India's scant rainfall is condensed into a three-month period which is causing India to die of thirst. Point Four technicians are teaching

¹Point 4 Profiles, U. S. Department of State, (Washington, March 1953, p. 29.

the Indian farmers to plant legumes in their fields which will increase the organic content in the soil and thereby store more water. Point Four technicians and the village trainees are training the farmers to replace their ancient wooden plows with steel blade turning plows, to use new seeds, and to use manure on their fields rather than as fuel.

A pilot project in agricultural development in the Etawah area of the United Provinces is the scene of a revolution in farming methods. The introduction of organized demonstrations of better agriculture techniques brought this about. This project covered an area of 100 square miles and 79,000 people. American technicians and Indian extension specialists went into the fields to demonstrate, advise, and work. They introduced fertilizer, improved seed, and steel-pointed plows. Over a 3-year period, wheat yields on the cooperating farms were increased from 13 to 26 bushels an acre, potato yields from 119 to 245. This project trained people so they would be available to teach others.

A major contribution to India's program of irrigation are the tube wells which are being dug in North India. These wells go down 250-300 feet to reach the great underground water table fed by the snows from the Himalayas. Good soil now yielding only one crop a year will then produce two or more crops annually. These wells are being dug with Point Four assistance.

Thousands of new tanks and shallow wells are being dug to supply water. In one district, which seemed to be almost without water, an American Point Four engineer discovered that plenty of water could be made available and the food production doubled by deepening the dried out wells from the usual twenty feet to forty feet.

A United Nations grain storage expert gave advice to the Ministry of

Agriculture on the building of grain stores. He advised on the type of store which would be both efficient and economical and could be erected in the shortest possible time. Continuing assistance is being given by a United Nations expert in workshop practices to the Government of Uttar Pradesh in the organization of central and regional machine shops at Bareilly. Training was given to foremen and supervisors in design of agricultural and irrigation equipment, and in welding. In-service training is being given to the workshop staff. An expert in workshop management has brought about improvement in supply systems, and in the Talkatora workshops an estimated 300 per cent improvement in output has been achieved during the first six months of 1954.

The idea of community development grew out of Indian experiments in rural betterment that began in the immediate postwar years. Former United States Ambassador Chester Bowles and American agricultural experts such as Horace Holmes did much to promote the channelling of our Point Four aid into an approximation of the American farm extension service.

Private American organizations are very active in India in support of the Point Four program. The Ford Foundation has assisted in the establishment of 15 pilot community-development projects. It is contributing to a training program for village agricultural extension workers, assisting extension work in six agricultural colleges, and sending Indian extension leaders to the United States and Japan for study. A community center was constructed in New Delhi, as a memorial to Gandhi with the foundation's help.

The strong ties India needs with free nations depends heavily upon the personal interest of people in the United States. We are strengthening these ties in many small ways, but all of them are important and can

be enlarged. The Rotary Clubs have a student-exchange program. The General Federation of Women's Clubs has a plan in operation to bring to the United States Indian women who will return to India as teachers, nurses or social workers. Most of our people are eager to understand India and to help the Indians understand us.

CHAPTER IV
ECONOMIC DEVELOPMENT

Economic Achievements

Remarkable progress has been achieved in irrigation and agriculture since India adopted the First Five-Year Plan. In 1947, there were 47 million acres of land under irrigation. This area had been increased to 52 million acres in 1954 and it was expected that by 1956 there would be a further expansion of 4 million acres. India plans to have 76 million acres under irrigation by 1961 and 90 million acres by 1966 which will practically double the land area irrigated at the time of independence.

The government has devoted considerable attention to the production of fertilizers and has built the largest fertilizer plant in Asia under the supervision of technicians from an American chemical company. This plant was built at Sindri, 15 miles from Dhanbad, near the Damodar Valley Coal Fields. The production of ammonium sulphate at Sindri has increased from 25 thousand tons in 1951 to 249 thousand tons in 1953-1954.¹

The agricultural condition in the country has improved tremendously under the First Five-Year Plan. The plan had expected an increase in production by 1956 as follows: food grains, 7.6 million tons; sugar cane, 0.70 million tons; jute, 2.09 million bales; cotton, 1.26 million bales; and oil seeds, 0.40 million bales. Except for jute and sugar cane, the goals set for 1956 were either achieved or nearly achieved by 1954.²

One of the proudest achievement of the First Five-Year Plan was the increase in food production by 18 per cent. This has relieved the threat

¹Kuriyan, George, "Agriculture in India", Current History, February 1956, p. 94.

²Ibid., p. 91.

of famine to India's peasant masses for the first time in its history. Until 1954, there were chances of famines in India, but with the help of Point Four Technical Assistance, it has been self-sufficient in food production since that year.

When India received its independence in 1947, there were approximately three dams in its possession. Six additional dams have been built for electricity, flood control, and irrigation. The four largest multi-purpose projects built were the Hirakud to irrigate 0.3 million acres, the Bhakra-Nangal to irrigate 1.4 million acres, the Damodar Valley Project to irrigate 0.6 million acres, and the Tungabhadra to irrigate 0.5 million acres. Irrigation has also been improved greatly by the digging of tube wells, and cleaning out old storage tanks and building new ones.

The First Five-Year Plan made significant progress in development using democratic processes and values. This plan made a great achievement in becoming self-sufficient in agriculture. The United States Technical Assistance contributed \$23,500,000 for ground water and irrigation, and \$21 million for fertilizer which helped to bring success in the agricultural program.

India's development program has brought about a supply of food and raw materials which has done away with famine and which is more nearly adequate than it has been in a number of years. Per capita income was raised by 8 per cent during the first three years of the Five-Year Plan. India spent more than \$4 billion during the First Five-Year Plan to bring this about and the United States contributed \$274,464,000 in economic aid during this period.

Education has had a tremendous boost in India since India's independence in 1947. Schools existed for less than 30 per cent of the children between the ages of 6 and 11 which is the elementary school age in India.

The provision of school facilities was even more inadequate at higher age levels.

Today the school facilities in India are double in number to what they were in 1947. In 1952-1953, there were over 221 thousand primary schools as against 140 thousand in 1947-1948. The number of students in primary schools in 1947-1948 was over 11 million. There were over 19 million in 1952-1953. Today, there are around 24 thousand secondary schools in India while there were only 13 thousand in the year of independence. In 1947-1948, there were a little over 3 million pupils in secondary schools. There are nearly 6 million today. The number of students attending universities today in India is nearly 500 thousand where there were only 230 thousand in 1947. Pupils attending technical and vocational schools today number more than a million. In 1947, the number was less than a hundred thousand. There were 46 thousand students enrolled in technical and professional institutions in 1947-1948. In 1952-1953, the number was 120 thousand. The number of persons receiving adult education has increased from around 280 thousand to 1.5 million.¹

Although the growth in population has offset the increase in the number of students to some extent, there has been a substantial increase in the literacy rate. Literacy has increased from 20% of the approximately 360 million population in 1952 to 32% literacy by 1956.

The battle against illiteracy and cultural backwardness is being carried on unceasingly through adult educational centers and community development projects. Teaching children and adults together has proved to be very satisfactory in the process of carrying education to the vast number

¹Mathai, Samuel, "Education in India", Current History, February 1956, p. 88.

of villages in India. This is known as social education. The village people are being brought into contact with the modern world and enabled to take their part in it intelligently through their training by audio-visual aids, by holding educational fairs and by stimulating the dance, drama, and music of the rural people.

Twelve thousand new schools were started in various community development areas and 4,359 ordinary schools were converted into the basic type. Thirty thousand Adult Education Centers were functioning at the end of September 1955 and about 605,000 adults had received training.

The educational system in India made progress during the First Five-Year Plan with the aid of the Indian Government and Point Four Technical Assistance, but it is still in the making and must grow with the other aspects of life.

The Community Development Program has succeeded in changing the mental attitude of countless millions of people in India. It has instilled in them an ambition for a higher standard of life and the will and determination to work for such standards. Today, people who had looked down on manual labor with contempt and who had never before handled a spade are working shoulder to shoulder with the rank and file of laborers with great enthusiasm. This spirit is one of the most important things brought about by community development and it offers great hope for the future of India. The local people have been generated with enthusiasm and they have been inspired to work together for a common purpose.

The experience gained and the results achieved up to the present time are very encouraging. If sacrifices are justly and evenly distributed throughout the community in the future, the people will willingly and devotedly stretch themselves to unbelievable limits for a continuous cause. This progress carried on for the next 15 or 20 years will bring about much

improvement in India's standard of living.

Probably the most progress made by the Community Development Program during the First Five-Year Plan was in the field of agriculture. There were 528,170 compost pits dugged; 50,000 tons of improved seeds, 150,000 tons of fertilizers and 69,325 improved implements were distributed; and 125,000 acres of land were brought under rotation with such crops as fruits and vegetables. Up to the end of September 1955, a total area of 1,557,000 acres had been brought under irrigation and 895,000 acres had been reclaimed.

Some of the Indians feel that the improvements brought about in their villages were miracles because there were such great results from small actions. These miracles were brought about by the villagers themselves with the aid of Point Four technicians and village trainees who overcame the suspicion of the villagers and gave them guidance in improving their standard of living.

Hargovind Singh, a small farmer and village elder, made the remark that as a result of community development the village of Maheiva had food for all for the first time in his memory, and a school for all the village children. The sickness that devoured the people and cattle had disappeared. Those who were landless were able to buy land and farmers were wearing shoes.¹

According to the latest statistics, prepared by the Community Project Administration, some 124,957 of India's 700,000 rural villages and a total population of 81.1 million were covered by community project areas by February 20, 1956.² It is hoped that eventually the program will reach all India with its message of improved farming methods and cooperative.

¹Goodfriend, Arthur, op. cit., p. 122.

²"The Community Projects Achievements", Indiagram, No. 41, Information Service of India, Washington 8, D. C., March 1, 1956, p. 1.

self-help in every phase of village life. Indian officials estimate that about 65 per cent of the community projects are going well, around 20 per cent are surpassing expectations, with the rest lagging behind.

There are numerous instances of villages outside a project area demanding that the effort be extended to their part of the country. The most conservative farmers are convinced by the demonstrations of superior crops from better grades of seeds and they invariably asks for the seeds. When it is shown that an improved plow does a better job, the cultivators clamor for it. The most significant thing taking place is that the peasants are being taught that one good way to get a job done is to do it themselves. This seems to be an apparently new concept in India. One can now find villagers building roads and schools and contributing their cooperative effort toward common betterment.

Under the First Five-Year Plan, industrial production in India increased about 50 per cent. The capital market improved and the progress of private investment in industry has proceeded more or less to schedule in terms of the Five-Year Plan.

Industrial development in India during the First Five-Year Plan was mainly in the field of consumer goods which was natural in the early stages of development, but it is now felt that for economic growth there must be a rapid development of basic and capital goods industries. In most consumer goods, existing capacity is adequate for meeting current demands. There is a new urge throughout India today to increase development and the people are ready to make the necessary sacrifices. The urge is for private enterprises as well as a few big enterprises. A special effort must be made to encourage the small or medium business and industrial units to increase employment opportunities and to secure a free and equal competition so that private business can grow and make its full contribution to development.

A United Nations productivity mission in India, from December 1952 until May 1954, taught the Indian cotton textile and engineering industries how productivity and wages could be raised by the application of modern techniques of work, study and plant organization and, where appropriate, by the introduction of suitable systems of payment by results.¹

Much of the United States aid to India has been a kind of intangible aid such as food and medicines that can no longer be seen. The United States has supplied and still supplies hundreds of technicians in such varied fields as sanitation, health, education, irrigation, farming techniques, community development, river-valley development and fishing. Various types of machinery and implements being used on farms, in industry and in development projects all over India, are testimonials to the United States aid program.²

Plans for Future Economic Development

The Second Five-Year Plan, which started April 1, 1956, will work for a big increase in steel production. Although India has vast resources of iron ore and coal, it produces only about 1.3 million tons annually. India plans to set up three new steel plants, each with a million ton ingot capacity under this plan. The private plants will add 1.1 million tons of capacity. The output of finished steel is expected to increase to 4.5 million tons by 1960-1961. The lack of know-how and a shortage of technical skills have been a handicap. This will be overcome through arrangements for technical assistance from foreign concerns and expanded programs for

¹"India", United Nations Technical Assistance Committee - Seventh Report of the Technical Assistance Board - Economic and Social Council Official Records - Twentieth Session - Supplement No. 4, (New York), 1955, p. 106.

²Law, John, op. cit., p. 92.

technical training. There must be continuous industrial progress if the supply of home capital goods is to expand sufficiently to meet India's growing needs.

The Second Five-Year Plan proposes to expand production in machine tools, cement machinery, sugar machinery, textile machinery, and machinery for the paper industry. Other expansions are planned for the output of railway locomotives, freight cars, and coaches. The output of Diesel engines, electric motors, automobiles, sewing machines and bicycles is to be increased. A multi-purpose lignite-fertilizer power project is to be taken in hand and two new fertilizer plants are to be set up.¹

Industrial development in the production and control of atomic energy, the manufacture of arms and ammunition, and the ownership and management of railway transportation will be carried out by the government of India. Other industrial expansion that will most likely be undertaken by governmental authorities is iron and steel, coal, ship-building, aircraft manufacture, manufacture of telephone, telegraph and wireless apparatus, and mineral oils. Private enterprise may develop the remainder of the industrial field.²

Additional investment of private capital from abroad will be necessary if India is to realize its industrial development proposed in the Second Five-Year Plan. The Government of India will screen such investments to make sure that capital from abroad will flow into industries that will be to the best interest of development. Prime Minister Nehru has assured foreign investors that there will be no discrimination against them by the Indian Government. The government has facilities for the repatriation of capital and has promised to make a "fair and equitable" compensation to foreign investors if there is a nationalization of enterprises supported

¹Anjaria, J. J., "Industrial Planning in India", Current History February 1956, p. 100.

²Ibid.

by foreign capital.

Mr. C. B. Marshall, of Standard Vacuum Oil Company, stated that on November 30, 1951 the Indian Government signed an agreement with Standard Vacuum Oil Company for a 19,000 barrel refinery in Bombay, India, at a cost of \$32 million. Standard Vacuum was given assurance against interference in management, operation, or ownership for a minimum period of 25 years by the Indian Government. This goes to show that the climate for private investment was and still is favorable.¹

The Second Five-Year Plan proposes to spend \$14.8 billion in five years by the government which will double the public sector industry. Private industry will be encouraged to grow on a more moderate basis. This will be a step toward socialism, but not nationalization.

To partly cover the imbalance in foreign payments, due to the stepped up imports of capital goods, the Second Five-Year Plan will rely on \$1.3 billion of foreign investment and government aid. This is about $2\frac{1}{2}$ times the amount prescribed for the First Five-Year Plan. India is planning to raise the income tax from 7 per cent of the national income to 10 per cent. A deficit of \$4.4 billion will still remain after higher taxes and \$1 billion from outside investment.

The United States Congress has approved \$50 million of the 1956 Mutual Security appropriation for technical assistance to India. This money will be spent by the International Cooperation Administration to be used with India's economic development program.

The \$50 million will be used in India's Second Five-Year Plan which began April 1, 1956. This will bring a total of \$324,464,000 of United

¹Marshall, C. B., "The Role of Private Business in International Development", World Neighbors Working Together for Peace and Plenty, p. 95. (Washington, April 1952).

States Government economic aid to India. This amount does not include a \$190 million wheat loan to India in 1951 and approximately \$21,500,000 in United States agricultural commodities distributed in the country by voluntary relief agencies.

An agreement, signed in New Delhi, on February 14, 1956, between the Indian Government and the United States Technical Cooperation Mission in India will provide United States Technical Assistance, instruction equipment, and supplies to assist in a program to reorganize and strengthen secondary education in India. Assistance under the project will be primarily focused on strengthening the education of the secondary school teacher in India. The program will introduce modern curriculum planning procedure, production of various types of curriculum materials and aids, and improvements in methods of examination and evaluation.

It is proposed to include in the program approximately 54 training institutions for secondary school teachers, 24 of which were included during the year ending March 31, 1956 and the balance of approximately 30 institutions will be added during the year ending March 31, 1957.¹

The project proposes to enter into an arrangement with some American university, under which it will furnish four technical experts who will be specialists in teaching of special studies, general sciences and vocational subjects, and in curriculum construction and evaluation.

Mr. S. K. Day, Community Project Administrator, stated that 70,000 village school teachers would be trained in the first year of the Second Five-Year Plan to work as social educators in villages. He added that it was proposed in the second plan to place as much emphasis on village industries

¹"An Indo-US Educational Project), Indiagram, No. 33, Information Service of India, Washington 8, D. C., p. 3.

and the productive side as had been done in agriculture in the first plan.¹

¹"Community Development Project in Second Plan", Indiagram, No. 35, Information Service of India, Washington 8, D. C., February 21, 1956, pp. 1-2.

CHAPTER V
CONCLUSIONS

It is extremely important to the free world that all underdeveloped countries make a democratic effort to pull themselves into the twentieth century through a vast program of economic development. No country should have to exist centuries behind time.

The people of underdeveloped countries know that if they are given technical assistance and cooperation from modernized countries they can have an improved economic condition which will enable their countries to play an important role in world affairs.

The United States believes that there are human values that bridge the continents, the religions, and the races. Point Four assistance is given on this basis to strengthen the free world in order that democracy may survive.

India's leading officials have long realized the critical economic situation in India. They immediately began to make efforts to improve their economic condition under the leadership of Mahatma Gandhi and Jawaharlal Nehru when they received their independence from Britain in 1947. Their first efforts were devoted to rural development. These efforts brought forth so much success that India adopted a Five-Year Plan to be followed by several such plans in order to expand the whole economy of India. The United States immediately agreed to help India carry out its development plans through the Indo-American Agreement which would provide aid to India through the Point Four Technical Assistance Program.

India is receiving perhaps the largest program of Point Four Technical Assistance to assist it in bringing its 360 million population out of poverty into a new life believing in democratic ideas. Point Four is

striving to develop the capacity of the Indian people to improve their economic condition and shape their own environments. This program is showing encouraging results in relieving the human misery of the Indian people and in giving them new hope for a better life in a free society.

The Communists have long been recruiting the unemployed intellectuals in India. Only by speeding up food, housing, health, and education, and by making more jobs available can the discontent and unrest be halted in India. If the Congress Party members fail in their task of carrying out economic development, the Communists would have a good chance of overthrowing the present government of India.

It is hoped that the Point Four Technical Assistance, which is being given to India to help the Indian people improve their living standards will also help strengthen Nehru's Government against the Communists attacking it from the inside.

A large majority of educated Indians, who know of economic development in other countries, are determined that their nation shall move ahead in economic development. They have promised the mass of people in India to carry development forward.

As the largest democracy in Asia and the world, economic progress in India is of great importance to the future of Asia and the rest of the world.

The people of India want to make democracy work and to achieve progress and well-being, which are closely related to the preservation of the free world. We need to assist the Indian people in making a success of their efforts because democracy in Asia is depended upon India and the strength of freedom all over the world will be increased if India succeeds in democracy.

India seeks cooperation from other nations in its development program

that will not infringe upon its sovereignty. The United States is giving such cooperation to India that will help India to maintain its sovereignty and give the people of India a better and fuller life.

The United States, by no means, supplies all of the technical assistance, nor do they supply a great deal of the money. India pays 85¢ of the Point Four dollar.

Assistance must be given to India as aid rather than as charity in helping it carry out its economic development program. The Indian people are insulted by our offers of charity.

Although technical assistance and economic development are not cure-alls and their rewards uncertain, economic expansion in underdeveloped countries is the wave of the future. We must utilize the results of economic change to build a peaceful democratic world.

From all indications, Point Four aid succeeded in helping India carry out a minimum development program during the First Five-Year Plan, which was pronounced in improving agricultural production, health, education, and community development all of which help to expand life. It is now assisting India under the Second Five-Year Plan to help it carry the economic development program still further along the long road toward maximum economic development and a better life for all Indians.

All free nations that are trying to improve their standard of living should be able to ask for and receive the available technical knowledge and aid of the more advanced countries to help them accomplish their goals.

The undertakings of Point Four Technical Assistance, mentioned on the preceding pages, by no means cover the complete scope of the Point Four accomplishments in India, but it is hoped that it will give an idea of the great works being done under the Point Four Program.

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