

की तरह से इस मसले को केवल एक आंख से ही नहीं देखना चाहिये और अभी तक जो उन्होंने गर्ल्स एजुकेशन को नजरअंदाज किया है उस गलती को सुधारें और इसके लिये अधिक से अधिक पैसा खर्च करें। इस बारे में मुझे अपने भाई माननीय सदस्यों से भी शिकायत है कि उन्होंने गर्ल्स एजुकेशन के लिये अपने भाषणों में जोर नहीं दिया।

कई मर्तवा घंटी बज चुकी है मैं वस एक वाक्य कह कर अपना स्था। ग्रहण कर लूंगी।

संस्कृत की शिक्षा के लिये, उसके प्रचार व विकास कार्य के लिये भारत सरकार ने 1 लाख 50 हजार रुपये रखे हैं लेकिन मो। कहना है कि इतने में क्या बन पायेगा? और अधिक रकम संस्कृत के प्रचार के लिए रखी जाना चाहिए।

गर्ल्स एजुकेशन के लिए और कंस्ट्रक्शन और फिलिडिंग्स आदि कार्यों के लिए 17 राज्यों के वास्ते जो दो लाख रुपये रखे गये हैं वह बिलकुल न.काफी है और वह रकम बढ़ानी जाती चाहिए। इस के अलावा वह रकम उन कार्य के लिए एकचुएनी खर्च भी नहीं की जाती है जो कि बहुत अनुचित बात है और मंत्री महोदय को इस और ध्यान देना चाहिए कि भविष्य में ऐसा न हो। मैं चाहूंगा कि इस दिशा में सक्रिय पग उठाये जाएं, अधिक पैसा दिया जाय और वह खर्च भी किया जाय ताकि गर्ल्स एजुकेशन देश में तेजी के साथ बढ़ सके। मैं चाहती हूँ कि लंडीज के वास्ते तमाम देश भर में पार्टटाइम स्कूल, मिड डे स्कूल और डे कालिजेज खुलें। धन्यवाद।

17.20 hrs.

BUSINESS OF THE HOUSE

THE MINISTER OF PARLIAMEN-
TARY AFFAIRS AND COMMUNICA-
TIONS (DR. RAM SUBHAG SINGH):
Sir, there is to be a debate tomorrow
from 6.30 to 8.30 in connection with

certain incidents that had occurred in some parts of the country against the Harijans. I suggest that that debate may be held from 5 to 7 if the House agrees. Because the decision was taken by the BAC under your chairmanship, I am placing it before the House.

MR. SPEAKER: The point is, the other day, we took a decision that the discussion should be from 6-30 to 8.30 P.M. The President is going to preside over the meeting on the occasion of the Maritime Day in the Central Hall at 7.15 P.M. They expected that the House would adjourn at 7 P.M. and so they fixed it at 7.15 P.M. Now, the suggestion by the Minister is that it should be from 5 to 7 P.M. That one hour and a half will be compensated.

17.21 hrs.

DEMANDS FOR GRANTS, 1968-69— Contd.

MINISTRY OF EDUCATION—Contd.

THE MINISTER OF EDUCATION (DR. TRIGUNA SEN): Mr. Speaker, I am very grateful to the hon. Members who have participated in this debate and made several valuable suggestions inviting the attention of Government to major weaknesses of our educational system.

I have divided them into three categories. The first group deals with the significance and urgency of a large scale and comprehensive effort to reconstruct the educational system. Under the provision of the Constitution, this is largely the responsibility of the State Governments. But education is also a national concern and the House expects the Ministry of Education to take interest in and to watch over the development of education in the country as a whole and to advise, guide and assist the State Governments to develop it on proper lines. The largest number of proposals refer to this indirect but important responsibility of the Government of India.

[Dr. Triguna Sen]

The second group relates to certain responsibilities, such as, coordination and maintenance of standards in higher education, scientific research, Central universities, etc. which have been vested directly in the Government of India under our Constitution. The Budget Demands of the Ministry of Education are mostly on account of these direct responsibilities.

The third group includes suggestions and proposals which refer to the functioning of the Ministry of Education or of its attached and subordinate offices or autonomous organisation. The object of these proposals is to indicate the manner in which the efficiency of the existing machinery of the Ministry of Education can be improved.

Sir, it will not be possible for me, within the time at my disposal, to reply in detail to each and every point raised nor is it necessary because I find myself in agreement with most of the suggestions put forward for reforming our educational system. I have, therefore, put their suggestions in these three broad categories and shall make a general statement on each category. I shall also indicate the programme of action which Government propose to develop during the ensuing financial year.

Let me first begin with the general proposals and suggestion put forward with a view to reconstructing the educational system as a whole. Here the hon. Members made two main points. The first was to invite my attention to the disquieting educational situation in the country and the second was to urge upon the Government to take immediate and effective steps to improve education and, in particular, to implement the recommendations of the Education Commission. With regard to the first point I fully share the concern which Members have expressed over

the deteriorating educational situation in the country. I am extremely unhappy myself at what is happening or not happening around us in the educational field. The things are specially bad, if I may say so, in the north and north-east region of the country. It is indeed a very disquieting situation. In such a situation nothing short of a bold and imaginative programme of educational reconstruction, planned carefully and implemented vigorously, will serve the purpose.

When I took over a year ago, it was my ambition to complete the discussion of the Report of the Education Commission and to start its vigorous implementation this year. I regret very much that in spite of my efforts, that has not been possible. The reasons were partly procedural. It takes such a long time to get anything done in the present system specially where negotiations with a number of parties are involved. But even greater were the obstacles created by political and economic conditions. In some States the political situation has been so fluid that it has not been possible to come to grips with educational problems, and in almost all the States and also at the Centre, the financial conditions proved to be so difficult that it has not been possible to get the necessary allocations for education. However, I am happy to report to the House that it has been decided to make the recommendations of the Education Commission the basis of the Fourth Five-Year Plan which begins from April, 1969. Vigorous preparations for this have already started and I am confident that it will be possible for us to launch a major programme of educational reconstruction in the new Fourth Five-Year Plan. In these broad programmes of educational reconstruction, the primary responsibility rests upon the State Governments and much will, therefore, depend upon their response to the challenge of the situation. The House will be happy to

know that several States have already started implementing many of the recommendations of the Education Commission: for instance, Punjab has already implemented the scales of pay of school teachers recommended by the Education Commission; the new pattern of school and college classes have been adopted in Andhra Pradesh; Rajasthan has initiated a big programme for the development of work experience and school complexes; a number of organisational reforms have been initiated in Orissa. These are indeed good signs. But what is far more important is the fact that steps to introduce a comprehensive and large-scale programme of educational reform are also being initiated by the State Governments. Maharashtra, for instance, has given a very good lead. The State Government has broadly accepted the recommendations of the Education Commission and has approved of a White Paper on the educational reconstruction it will undertake during the next 15—20 years. It also proposes to place an Education Act on the Statute Book, partly to facilitate implementation of the new policy and partly to provide a statutory basis for education. Similar action is also being taken in some other States, recently in Orissa particularly, and these developments fill me with considerable hope. My effort in the course of the next year will be to generalise this approach and to see that it is adopted with changes where necessary by all the States. If I succeed in this, as I hope to, well-articulated Fourth Plans prepared to suit the needs and requirements of each State, would have been prepared and an effective national plan will ultimately emerge out of these. It may not look very grand on paper, but it will be practical and implementable and would help us to turn over a new chapter in the development of our education.

Let me now deal with a few specific and important issues of educational reconstruction that have been raised in the course of the discussion.

Let me begin with primary education. Several members have expressed dissatisfaction at the slow progress which primary education has made in the country. I share this feeling. I do realise that we have tremendous difficulties to face in this sector such as population explosion which has doubled the number of children to be educated, the indifference of parents, poverty and traditional prejudices against the education of girls. In spite of some achievements, I plead guilty to the charge that we have not accorded enough priority to primary education in the past and this, we should now do. In so far as the immediate programme to be undertaken in the Fourth Plan is concerned, I have made three main proposals to the State Governments. The first is that we should make primary education free immediately. This has been done by all the States except four—Assam, Bihar, Uttar Pradesh and my own State, West Bengal. I hope, they would fall in line and carry out this programme in the Fourth Five Year Plan. I am also requesting the State Governments to emphasize increased enrolments at this stage, and especially the enrolment of girls, of children of the backward classes and of the poorest strata of society such as agricultural labourers. I have also advised the State Governments to prepare a concrete programme for reduction of wastage and stagnation, the rates for both of which are very high at present. I hope the State Governments will implement all these proposals on a priority basis in the Fourth Five Year Plan and we are helping them to prepare their Fourth Five Year Plan.

Next, Sir, is the remuneration of teachers.

SHRI BAL RAJ MADHOK: What about the suggestion for a Primary Education Commission?

DR. TRIGUNA SEN: I will come to that.

[Dr. Triguna Sen]

Another important programme about which the hon. Members feel concerned is that of improving the remuneration of teachers.

In so far as higher education is concerned, the Government of India has already approved the revised scales of pay for University and college teachers. Proposals for introducing these scales have been received from almost all States and many of these have been sanctioned. I am quite sure that within a short time, it will be possible to give effect to these new scales of pay in all parts of the country.

The main problem which is worrying me however, is the improvement in the scales of pay of school teachers. In the past we have taken the initiative in improving scales of pay of University and College teachers. But it has not been possible for us at the Centre to do very much for improving the remuneration of school teachers.

There are two aspects to this problem—the long-term and the short-term. As a matter of long-term policy, I think, we should consider all teachers—pre-primary, primary, secondary, college and university—as one category and revise the scales of pay for all of them together. If funds are short, we should give priority to the revision of the salaries of school teachers, particularly of the primary school teachers which are the lowest. As for the short-term aspect of the problem, some steps have to be taken to improve the scales of pay of teachers on the broad lines recommended by the Education Commission. I find that some States have already taken bold steps in this direction. But many have not done so. Here again, the problem is acute in States like U.P., Bihar or West Bengal. The finances involved are very large no doubt. Difficulties are also created because the scales of pay of school teachers in some States are

linked up with certain other categories of Government servants. In some States, Pay Commissions have been appointed to revise the salary structure of all categories of public servants, including teachers, and we have to wait until their reports are available.

As the House is aware, this is a problem where there is no lack of goodwill but the main problem is to find the resources needed. It is fortunate that the Finance Commission has also been set up now. With its co-operation, I can assure the hon. Members that I shall strive my utmost to do everything possible to improve the lot of school teachers who have all my sympathy and support.

I shall now turn to the second category of suggestions, proposals and comments, namely, those which relate to the direct responsibilities of the Government of India or to the Central sector in education.

Here, the main change I would like to make in the present policy is that the Ministry of Education should take up a few programme of crucial improvement as suggested by two or three hon. Members here and develop them in a big way rather than spread our available resources thinly over a wide area—an attempt in which no worthwhile results are obtained in any sector. In view of the serious limitations of resources or trained personnel, there is hardly any alternative and I am glad the hon. Members, particularly, Prof. Madhok and Mr. Barrow, supported this proposal. In fact, I would like to concentrate on four main programmes: (1) development of a programme of National Service and Games and Sports as alternative streams to NCC; (2) organization of a large Book Development Programme of various categories; (3) development of Science Education, especially at the school stage; and (4) improvement of the system of Higher Education, particularly, with a view to improving teaching and evaluation and

relating the system of university education more closely to man-power needs or employment opportunities. Let me say a few words about each of these programmes.

NCC, NSC and Games and Sports: The NCC programme is of long standing. It was originally voluntary and selective. But, in 1963, it was made compulsory for boys and optional for girls. The results have been rather mixed and there was a strong demand that, as in the past, the NCC should be made voluntary and selective.

Government have examined this problem and have decided that, while making NCC optional, efforts should be made to develop alternative schemes of National Service and games and sports. Our attempt will be to develop all these three schemes in such a way that, within a few years, every student would be effectively involved in one or the other of these programmes. The National Service Programme is new, but it has a great potential. We propose to develop it during the ensuing year.

The programmes of Book Promotion are, in my opinion, extremely important, and we propose to develop them in a big way.

SHRI DATTATRAYA KUNTE (Kolaba): The statement may as well be laid on the Table of the House. He may spare the time of the House. Speeches are not to be read.

AN HON. MEMBER: He is just referring to his notes. He is not reading. (*Interruptions*).

DR. TRIGUNA SEN: I am having the privilege of a Minister. I don't know how objection can be raised.

The first of these programmes is the programme of producing books for children, especially with a view to promoting emotional integration. The object of the programme is to produce a large number of books which will be published in all the regional languages of India and will be priced

exactly the same. We also propose to make them available in the libraries of all primary schools, so that all the children of this country will read some common material, share common experiences and thus develop a national mind. The significance of the programme is obvious.

The second area on which we would like to concentrate is that of providing good text-books for schools.

The third programme is that of producing books in modern Indian languages for their use as media of education.

Fourthly, we have to reduce our dependence on imported text-books for higher education. Education lives and prospers on books. Unfortunately, not enough attention has been paid to the book development programme in the past. The emphasis that we propose to place on these programmes in the new Fourth Five-Year Plan will greatly help in raising the standards of education and releasing the creative energies of our people.

SHRI JYOTIRMOY BASU (Diamond Harbour): Books black-marketing programmes are being drawn up.

DR. TRIGUNA SEN: We will see that you do not join in the game of black-marketing, books and make money.

Next is Science Education. We also propose to develop the programme of Science Education on a large scale. At present there are a number of different organisations working in this field. We will make an earnest effort to coordinate their activities to get the best results possible at any level of investment. The assistance of universities will be sought in improving teaching of science at the school stage. The training programme for science teachers will be improved. The curricula at the school stage will be revised and upgraded and adequate teaching and learning materials would be supplied to schools.

[Dr. Triguna Sen]

I shall now turn to the third category of proposals, suggestions and comments, namely, those which refer to the Ministry of Education and its attached and subordinate offices and autonomous organisations.

SHRI MANUBHAI PATEL (Dabhoi): Won't you say something on the Central Schools Organisation?

DR. TRIGUNA SEN: I am taking it up. The number of such offices and organisations is large; and there are as many as 62 of them, under this Ministry, including Central Schools Organisation. They also consume nearly two-thirds of the entire budget allocations of the Ministry. It is thus obvious that the effectiveness of the work of the Ministry of Education will largely depend upon the efficiency of these offices and organisations. The hon. Members of this House have on this occasion, and on several others, expressed considerable dissatisfaction over some aspects of the working of some of these offices and organisations. I share some of their apprehensions and fears. I can assure Hon. Members that all charges which they have made will be carefully looked into and we shall strive to see that they will have no occasion to repeat their charges next year. I also do think that there is no justification for wholesale condemnation of the type indulged in by some Members. These organisations have done good work and are playing an important role in our national system of education. I have been closely watching their work for more than a year, and my impression is that what we need is a thorough evaluation of all these organisations with a view to improving their efficiency and ensuring that we get a better return for the funds we invest in them. This is precisely what we have undertaken and what we shall complete during this year.

I do not want to take any more time of this House. I realise that there are several points raised by hon. Members to which I have not given a direct

reply, although they have been indirectly covered by the statement. I shall get into touch with the Members individually.

The House has always been very kind to me and supported me in all my proposals. I hope that it will continue to take the same interest in education and extend the same support so that our efforts would be effective and successful.

In view of what I have stated, I would appeal through you to hon. Members to withdraw their cut motions and grant the Demands of the Ministry of Education with a unanimous vote.

SHRI BAL RAJ MADHOK: The hon. Minister was ill advised to read a prepared statement which could have gone as a report. Budget debates are meant for making specific points and getting answers to the questions raised. May I suggest that he should give written answers to all the Members who have made suggestions, showing the action taken on their suggestions?

MR. SPEAKER: He has promised to contact the Members individually. It is something very extraordinary which he has promised to do.

I shall now put the cut motions to vote.

SHRI VASUDEVAN NAIR (Peeswade): Cut motion No. 189 may be put to vote separately.

MR. SPEAKER: All right, I shall put all cut motions except cut motion No. 189 to vote.

All the cut motions, except No. 189 were put and negative.

MR. SPEAKER: I shall now put cut motion No. 189 to the vote of the House.

The question is:

"That the Demand under the Head 'Education' be reduced by Rs. 100".

[Failure to improve the lot of the teachers in the country]."

Let the Lobby be cleared.

The Lok Sabha divided.

Division No. 13]

AYES

[17.49 hrs.

Badrudduja, Shri
 Basu, Shri Jyotirmoy
 Bhagaban Das, Shri
 Deo, Shri P. K.
 Digvijai Nath, Shri
 Fernandes, Shri George
 Guha, Shri Samar
 Janardhanan, Shri C.
 Kalita, Shri Dhireswar
 Kameshwar Singh, Shri
 Kandappan, Shri S.
 Khan, Shri H. Ajmal
 Khan, Shri Ghayoor Ali
 Kiruttinan, Shri
 Krishnamoorthi, Shri V.
 Kunte, Shri Dattatraya
 Kushwah, Shri Y. S.
 Lakkappa, Shri K.
 Madhok, Shri Bal Raj
 Majhi, Shri M.
 Mangalathumadom, Shri
 Masani, Shri M. R.
 Menon, Shri Vishwanatha
 Mody, Shri Piloo

Mukerjee, Shri H. N.
 Naik, Shri G. C.
 Naik, Shri R. V.
 Nair, Shri Vasudevan
 Nayar, Shrimati Shakuntala
 Patel, Shri Manubhai
 Patil, Shri N. R.
 Puri, Dr. Surya Prakash
 Rajaram, Shri
 Ram Gopal, Shri
 Ramani, Shri K.
 Ranga, Shri
 Samanta, Shri S. C.
 Satya Narain Singh, Shri
 Sen, Dr. Ranen
 Sharma, Shri Beni Shanker
 Sharma, Shri N. S.
 Shastri, Shri Ramavatar
 Sondhi, Shri M. L.
 Subravelu, Shri
 Tyagi, Shri O. P.
 Viswambharan, Shri P.
 Viswanatham, Shri Tenneti
 Viswanathan, Shri G.

NOES

Ahirwar, Shri Nathu Ram
 Azad, Shri Bhagwat Jha
 Babunath Singh, Shri
 Bajpai, Shri Shashibhushan
 Barua, Shri Bedabrata
 Bhagat, Shri B. R.
 Bhakt Darshan, Shri
 Bhanu Prakash Singh, Shri
 Bhattacharyya, Shri C. K.
 Bohra, Shri Onkarlal
 Chanda, Shri Anil K.
 Chanda, Shrimati Jyotsna

Chandrika Prasad, Shri
 Chaturvedi, Shri R. L.
 Chavan, Shri Y. B.
 Choudhury, Shri J. K.
 Dalbir Singh, Shri
 Das, Shri N. T.
 Dasappa, Shri Tulsidas
 Dass, Shri C.
 Deshmukh, Shri K. G.
 Deshmukh, Shri Shivajirao S.
 Dixit, Shri G. C.
 Gandhi, Shrimati Indira

Ganesh, Shri K. R.	Raghu Ramaiah, Shri
Gavit, Shri Tukaram	Rajasekharan, Shri
Ghosh, Shri Bimalkanti	Raju, Shri D. B.
Ghosh, Shri Parimal	Ram Subhag Singh, Dr.
Gupta, Shri Lakhan Lal	Ram Swarup, Shri
Gupta, Shri Ram Kishan	Rana, Shri M. B.
Himatsingka, Shri	Rao, Dr. V. K. R. V.
Jadhav, Shri Tulshidas	Reddi, Shri G. S.
Jadhav, Shri V. N.	Reddy, Shri Ganga.
Jagjiwan Ram, Shri	Reddy, Shri P. Antony
Jamir, Shri S. C.	Rohatgi, Shrimati Sushila
Karan Singh, Dr.	Roy, Shrimati Uma
Katham, Shri B. N.	Saha, Dr. S. K.
Khan, Shri M. A.	Sambasivam, Shri
Kripalani, Shrimati Sucheta	Sanji Rupji, Shri
Krishnan, Shri G. Y.	Sankata Prasad, Dr.
Kureel, Shri B. N.	Sant Bux Singh, Shri
Kushok Bakula, Shri	Sapre, Shrimati Tara
Lakshmikanthamma, Shrimati	Sarma, Shri A. T.
Lalit Sen, Shri	Sen, Shri A. K.
Laskar, Shri N. R.	Sen, Shri Dwaipayana
Mahadeva Prasad, Dr.	Sen, Shri P. G.
Mahajan, Shri Vikram Chand	Sethi, Shri P. C.
Maharaj Singh, Shri	Shankaranand, Shri B.
Mahida, Shri Narendra Singh	Shastri, Shri Ramanand
Malhotra, Shri Inder J.	Sheo Narain, Shri
Malimariyappa, Shri	Shinkre, Shri
Mandal, Shri Yamuna Prasad	Shiv Chandika Prasad, Shri
Marandi, Shri	Shukla, Shri S. N.
Mehta, Shri P. M.	Shukla, Shri Vidya Charan
Mishra, Shri G. S.	Siddayya, Shri
Mondal, Shri Jugal	Siddheshwar Prasad, Shri
Mrityunjay Prasad, Shri	Singh, Shri D. N.
Mukerjee, Shrimati Sharda	Sinha, Shri Mudrika
Naidu, Shri Chengalraya	Snatak, Shri Nar Deo
Pandit, Shrimati Vijaya Lakshmi	Supakar, Shri Sradhakar
Panigrahi, Shri Chintamani	Surendra Pal Singh, Shri
Parmar, Shri Bhaljibhai	Tiwary, Shri D. N.
Parthasarathy, Shri	Tula Ram, Shri
Patil, Shri Deorao	Uikey, Shri M. G.
Patil, Shri S. B.	Vyas, Shri Ramesh Chandra
Pramanik, Shri J. N.	Yadav, Shri Chandra Jeet

MR. SPEAKER: The result* of the Division is:

Ayes 48;
Noes 108.

The motion was negatived.

MR. SPEAKER: The question is:

"That the respective sums not exceeding the amounts shown in the fourth column of the order paper be granted to the President to complete the sums necessary to defray the charges that will come in course of payment during the year ending 31st March, 1969 in respect of the heads of demands entered in the second column thereof against Demands Nos. 7 to 12 and 105 relating to the Ministry of Education".

The motion was adopted.

[The Motions for Demands for Grants, which were adopted by Lok Sabha, are reproduced below—Ed.]

DEMAND NO. 7—MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 81,34,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1969, in respect of 'Ministry of Education'."

DEMAND NO. 8—EDUCATION

"That a sum not exceeding Rs. 47,58,43,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1969, in respect of 'Education'."

DEMAND NO. 9—ARCHAEOLOGY

"That a sum not exceeding Rs. 1,14,48,000 be granted to the President to complete the sum necessary to defray the charges

which will come in course of payment during the year ending the 31st day of March, 1969, in respect of 'Archaeology'."

DEMAND NO. 10—SURVEY OF INDIA

"That a sum not exceeding Rs. 4,48,73,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1969, in respect of 'Survey of India'."

DEMAND NO. 11—GRANTS TO COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH

"That a sum not exceeding Rs. 15,92,09,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1969, in respect of 'Grants to Council of Scientific and Industrial Research'."

DEMAND NO. 12—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 2,95,69,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1969, in respect of 'Other Revenue Expenditure of the Ministry of Education'."

DEMAND NO. 105—CAPITAL OUTLAY OF THE MINISTRY OF EDUCATION

"That a sum not exceeding Rs. 55,26,000 be granted to the President to complete the sum

*The following Members also wanted to vote:— AYES: Sarvashri P. P. Esthose and K. P. Singh Deo.

[Mr. Speaker]

necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1969, in respect of 'Capital Outlay of the Ministry of Education'."

17.48 hrs.

MINISTRY OF EXTERNAL AFFAIRS

MR. SPEAKER: The House will now take up discussion and voting on the Demands for Grants under the control of the Ministry of External Affairs for which 6 hours have been allotted—we are keeping to the schedule; till now we have not lost.

Hon. Members present in the House who are desirous of moving cut motions may send slips at the Table within 15 minutes indicating the serial numbers of the cut motions they would like to move.

DEMAND NO. 13—EXTERNAL AFFAIRS

MR. SPEAKER: Motion moved:

"That a sum not exceeding Rs. 14,94,31,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1969 in respect of 'External Affairs'."

DEMAND NO. 14—OTHER REVENUE EXPENDITURE OF THE MINISTRY OF EXTERNAL AFFAIRS

MR. SPEAKER: Motion moved:

"That a sum not exceeding Rs. 16,71,13,000 be granted to the President to complete the sum necessary to defray the charges which will come in course of payment during the year ending the 31st day of March, 1969 in respect of 'Other Revenue Expenditure of the Ministry of External Affairs'."

SHRI M. R. MASANI (Rajkot): I rise to support cut motion No. 78, of which notice has been given by my hon. colleague, Prof. Ranga, and myself, which reads as follows:

"Failure of the Government to play an effective role in developing regional security arrangements for the defence of South and South-East Asia from Chinese Communist expansionism in collaboration with the countries of South-East Asia, Japan and Australia, the need for which has become more urgent in view of recent developments".

Before I come to the major topics with which I wish to deal, I would like to observe that in the last few weeks the results of our efforts in the international sphere have not been marked by distinguished success. We have had setbacks on many fronts. I will only give two examples. One is the failure of UNCTAD-II which met for several weeks in our own capital. This big mountain of a conference, which cost the UN so many million dollars—I do not know what it has cost the poor taxpayer of this country to have this big conference on our soil quite unnecessarily—this big mountain of a conference has brought forth a mouse, not even a mouse. Because it ended in abject failure as was accepted by the representatives of Brazil and many other countries on the floor of UNCTAD itself.

The other big failure was the fiasco of Mr. Bhagat's visit to Kenya. I do not have the time today to go into the rights and wrongs of the position taken by the Government of Kenya, the Government of Britain and our own Government in regard to the unfortunate people who have got caught in this conflict between three Governments and two sets of racialism. But the point I am on is this. It is quite clear that our diplomacy was heavy footed, that we were clumsy in the approach we