

# Proletarian Era

Volume 43 No. 16  
April 15, 2010

Organ of the SOCIALIST UNITY CENTRE OF INDIA (COMMUNIST)  
Founder Editor-in-Chief : COMRADE SHIBDAS GHOSH

Price : Rs. 2.00



**“The laws and the law and order structure in the present society are complementary to the capitalist class rule, having been framed to protect the capitalist class rule and their right, in whatever form, to protect individual ownership of the social wealth. The capitalist economic system and state structure stands today as the hindrance blocking the path of social progress. So, the sense of values, ethics and social justice on which the present structure of law and order in this society stands has now been reduced to a privilege in the hands of the capitalist class for perpetuating its class rule and class exploitation. Hence, with docility, no progressive individual can abide by the law and order in this society which is founded upon social injustice. To claim oneself as an adherent of democracy and a standard bearer of progress, and at the same time to be afraid of supporting the democratic mass movements developed upon the new sense of ethics, values and social justice — this cannot go on.”**

— SHIBDAS GHOSH

(Selected Works, Vol. III, p. 57)

## Education Bills

### **Thwart latest fierce attacks on people's education, unitedly and by all means**

Congress-led Union government is out on a spree for bringing reforms through enacting one bill after another. It seems to have chosen the education sector as one of the soft targets. Flamboyantly claiming that a “revolution larger than the one in the telecom sector awaits the education sector”, the HRD Minister has tabled a number of bills particularly concerning higher education, such as the National Commission for Higher Education and Research (or NCHER) Bill, 2010, the Foreign Educational Institutions (Regulation of Entry and Operation) Bill, 2010, the Prohibition of Unfair Practices in Technical, Medical Educational Institutions and Universities Bill, the Educational Tribunal Bill and the Accreditation Bill. These bills are at different stages of approval by the cabinet or the Parliament to be turned into laws.

The bills in question have raised a number of very serious issues concerning education of people. In sum and substance, these are set to destroy the basic inherent right of every individual to have proper education. These have such far-reaching and dangerous implications for the education system of the country that right-minded people need to launch countrywide massive and powerful movement to thwart these fierce attacks. They also need to identify the dangerous aspects of the bills reading between the lines. The task is imminent. So we would like to raise a few pertinent and important points in this regard.

The first point is that can such a vital issue as education be judged without considering it in the background of the socio-economic system and order prevailing in the country. Students of Marxism are well aware that in a class-divided society, the ruling class gives effect to only those changes in existing superstructure, viz., social-cultural-political fields, which are conducive to the economic necessities and courses that their economic system demands. It is no exception with the capitalist society of ours. The ruling class and their subservient agents, acting as their agents, may try to conceal this truth and to claim that such changes, for instance in education, have nothing to do with the economic base and are the ‘brainchild’ of some individuals or a body of theirs in a committee or a commission with grand names. But that is simply naive, rather foolish, if not deceptive on the part of

*Contd. on page 2*

# Curtailement of education is crux of education policy

*Contd. from page 1*

those who may thus try to distract people from the truth. In the present case too, the bills on education are being enacted at the much-trumpeted initiative of the HRD minister, ratified by the Union Cabinet and are drawn up precisely in line with the recommendations of the National Knowledge Commission or, particularly the Yashpal Committee. These have neither freshly dawned upon them, nor are these the HRD minister's brainchild. The real and deep-rooted implications of these bills by the Congress-led Union government, the most trusted representative of the ruling capitalists, must be judged on the basis of such questions as why education is chosen as soft target, what kind of education the existing capitalist system of the country needs, how the rulers wish it to be patterned to meet their desired ends at all its levels, from primary to highest etc.

Undeniably education, in its proper sense, is a vital man-making social process that helps build up character of individuals, makes them conscious of their rights and responsibilities, develops them into socially conscious entities possessing such rational frame of mind that can search out what problems confront them and others of the society and what could be the right way to resolve those. Hence, the rulers in any exploitative society with a view to continuing their rule unopposed, will always try to leave people uneducated, or educated in such a way that robs them of character, rationality, sense of social obligation and such other qualities, only training them up as cog-and-screw of the existing production system.

## **Curtailement of education was the slogan, the goal and the method of education policy**

The Indian capitalists rose to political power in independent India at a time when capitalism as a world system had become moribund and had lost any and every progressive role to bring good to society. It was crisis-ridden and had given birth to imperialism. As a part and parcel of the world capitalist system, the Indian capitalism too had been bogged down into crisis and had become reactionary with all its symptoms evident. It was amply clear also from the education policy

they adopted. In 1904, the then British Viceroy Lord Curzon promulgated the Indian Universities Act which restricted admission of Indian students to higher education. At that time, the nationalist media protested vehemently against this. And in independent India, plagued with abject poverty, mounting unemployment and such other maladies created as a result of the exploitation of the British imperialist rule as well as that of Indian monopolists, the first chairman of the University Grants Commission (UGC) reflected the design of the ruling capitalist class through his open declaration "*We want to restrict higher education in order to minimize the number of educated unemployed*". Obviously this was against the dreams of the doyens of the Indian freedom struggle, who fought against the British rulers for *free education for all* their countrymen. It was also against the constitutional provisions, that the ruling class themselves had provided for in independent India. But the capitalist rulers of independent India, fully aware of the role education plays in making people conscious of the cause of and remedy to their plight, cared the least for those commitments and adopted a policy of curtailement of education for the vast millions of common people. They needed a band of professionals for reconstructing the national economy, the production system, with a view to consolidating the newly independent capitalist state and its economy, as well as to gaining competitive power in the world. A really universal, secular and scientific education was the least they could look ahead for any longer. So they laid more stress upon technological aspects of science to produce some skilled professionals who would look after their career and would not be worried about rationally looking at the increasing social-political-economic crisis of the country. But they were not ready to cater to all, even this education, in spite of all their tall claims.

They knew educated unemployed was a veritable problem for the state. Increase in their number would give rise to a serious political problem, difficult to tackle, as and when they would legitimately demand from the state suitable jobs in keeping with the education they had received. So, in

order to minimize the number of educated unemployed, the rulers adopted an education policy that aimed at restricting education clearly in two ways, one by curtailing seats particularly at its higher levels, that is in colleges and universities, and, two by increasing the cost of such education, thus debarring students from poorer families, the overwhelmingly vast majority of the community, and making it available to relatively affluent families. In place of universal education in the newly independent country, where it was required to set up more and more schools and colleges to cater to the rising need for education of the vast masses of common students, they clamped virtual moratorium upon founding newer and newer schools and colleges. Whatever schools and colleges were opened, were mostly costly private institutions for the privileged rich. This became the general policy of curtailement of education, followed through the post-independence years.

In a country striving to grow all-out in the newly independent set-up, this policy of restriction of education naturally hampered people's aspiration and the contradiction between this policy of the rulers and peoples' demand for more and wholesome higher education became increasingly sharper. The ruling class and the governments serving them, frantically tried to carry out their design. Occasionally, they had to make tactical retreats in the face of stiff opposition and disapproval of people, only to gather some more strength and make a fresh move. This was reflected in framing of one commission or committee after another, each of which lamented over past mistakes or lacunas and suggested newer measures only to face the same destiny of people's refusal. In this bid of theirs, time and again the rulers raised slogans or campaigns, whose only aim was to confuse public opinion and thus diffuse people's opposition. Any well-meaning education-loving person could not but feel grave concern at the fast-falling standard and ever-increasing cost of higher education. Making use of this concern and confusing the truth that education from the primary to the higher must be treated as a whole, there were slogans raised like "Our educational system is a pyramid turned upside down; here higher

education gets undue emphasis with primary education of vast poorer masses left neglected", "Standard of education is going down, while government has to spend a lot for students of higher education", "So, only the best should go for the higher education" and so on. That these were nothing but pleas, was proved with seats being curtailed further in colleges and universities, cost of education increasing with more fee hike etc., budget allocation for education being reduced. Secondary course in schools was remodeled with introduction of higher secondary stage, thus extending tenure of school education from 10 years to 11 and later 12. It meant poorer students had to spend more time in schools, paying more money before they could find eligibility for higher education in colleges. Besides, this change in school-years was done at the cost of intermediate courses in colleges, effectively snatching away years from the college, that is, higher education. But this attack on higher education did not bring any improvement in primary education too; neither the higher education was developed, nor the primary education for common people showed any prospect. Rather, primary education was equally, if not more neglected. Undeclared moratorium was thrust upon founding of new schools and colleges for the masses. It also effectively squeezed scope of education from the common students at large. Existing schools suffered from lack of infrastructure. To add fuel to fire, on the plea of inculcating value-based education, obscurantist, superstitious thoughts were allowed to creep into the curriculum, thus eroding the very basic content of a truly scientific, secular education. The education system that the doyens of the Indian renaissance dreamt of not only remained unattained. It receded further and further from the reach of common poorer section of people. Education and the educated personnel which the country could boast of, gradually became a matter of the rich.

## **Curbing of autonomy was a second facet of education policy**

But the attack did not end in curtailement only. To give effect to such an anti-people policy smoothly

*Contd. on page 3*

## NPE'86 relieved government, brought in private capital, snatched education further from masses

*Contd. from page 2*

and unopposed, the rulers needed control of administration of educational institutions, particularly the universities. Most of these universities as well as many premier colleges were founded during the rule of the British imperialists. It was true that the British introduced modern education in India, largely to train up and produce a band of native professionals necessary to run their administration. But, at the same time, it was also true that they granted autonomy, at least to some extent, to the Indian educational institutions. Here, in addition to the pressure of the demand for autonomy of educational institutions raised by the doyens of the Indian freedom movement, an influence of the democratic tradition in their own country which used to work in their days of democratic revolution, might have been at work also here with the British rulers to grant partial autonomy to the Indian institutions. Unfortunately, even that kind of autonomy was curtailed gradually and systematically in independent India.

The concept of autonomy of educational institutions entails that education is best imparted in an ambience of freedom. For a vast and relatively poor country like India, it was impossible to develop education, particularly higher education, properly without the government bearing financial responsibility. So it was demanded, even during the British rule, that the government must take up the task, but under no pretext would make it a plea to exert control over the administration and academic affairs of the educational institutions, curtailing their autonomy. Those must be left to the academicians with unfettered right and say to decide all matters related to learning in and running of the institutions. But instead of leaving the control to the academicians, bureaucratic controls were thrust upon them. Financing by the government, was made a leverage to make the institutions dependent upon government without any effective control over their own affairs. Stooges of the rulers were placed at the helm of the universities or other institutions, to whom fighting for autonomy of his or her institution was less important than clinging to

the chair, thus making the institutions subservient to the governments.

Side by side, the Indian rulers continuously shifted their position. To begin with, constitutionally education was included in the state list in recognition of the fact that different states may have different particularities and necessities of their own and thus should have the choice to determine their own course of development of education in the respective states. But when instead of the rule of one single force in the union and the state governments, different forces were brought by people to governmental power, education was shoved into the concurrent list of the union and the states. Obviously this was a measure to assert the control of the union. In the following years till date, there have been all out efforts to bring education completely under the union control, thus the rulers going against the constitutional and legal provisions they themselves had once provided for and paving the road for total centralization of power over education, instead of granting autonomy to ensure freedom and flourish without fetters.

In sum and substance, since independence, the education policy was marked by curtailment of education for common people, increase in the cost of education to add further to such restrictive measures and curbing of autonomy reducing educational institutions to subservient appendages of the government to help implement the policy without opposition.

### **NPE'86 was a watershed in education policy to drag it into privatization-commercialization**

To this ongoing process. the National Policy on Education (NPE) 1986 introduced by the Rajiv Gandhi-led Congress government, acted like a watershed. It hinged upon two dangerous propositions. The NPE'86 pronounced with shameless audacity that education is a 'unique investment', an assured tool for moneymaking that is sure to bring back maximum profit as parents would tend to go even beyond their means to get their children a decent education. The policy also held that 'government

must be relieved of its huge responsibility' of providing education to common people of such a big country as India and 'instead there should be public private partnership'. The education policy which since independence was tilted towards favouring the privileged rich, was further liberalized to open the floodgate of private capital to make inroad into education. As a corollary, it added 'students should pay for the education they seek for' and 'it is the duty and responsibility of parents to provide for education of their children', thus spelling greater doom for the poorer students, to whom arranging a square meal a day was itself a problem. Education at increasingly higher costs thus became distant dream for them. The NPE'86 led to slashing of government grants to the colleges and universities. Resource crunch forced many schools, colleges and departments in various universities to close down or be handed over to private managements, not excluding multinational corporate sharks. Educational institutions were made to introduce high-cost self-financed courses that charged from a few thousand to a few lakhs of rupees depending on the market value of the course. Added to it, there were capitation fees of even another six or seven digit amount, or donation under different quota, like management or NRI quota etc.

Thus the NPE '86 reduced education to a market-linked activity and explicitly advocated that education be *job-oriented*, thus robbing it of its nobility as a man-making character-building process. The already dwindling social prestige and nobility that education, and people associated with it, still enjoyed, were completely trampled. It was made a business, a give and take, selling and purchasing for teachers and students, in which process, education, the commodity was to be purchased at high cost at par with the market demands.

With all this, the NPE'86 simply unleashed rampant privatization and commercialization of education pushing it further out of reach of common people. Within the purview of the basic policy of curtailment of education for common students, the NPE'86 added a booster to the investors. Education being

increasingly controlled by private capitals including the multinationals and catered with a typical commercial market-oriented approach, tended to make it a costly affair, thus restricting the poorer sections of the students further from it. At the same time, unbridled profit-hunt for investors gave birth to corruption, malpractices, anarchy, all at the cost of purpose and standard of education. So, the NPE'86 brought about a basic deviation from the long-cherished ideals of education, that had their roots in our freedom movement, in the thoughts of the revered personalities of the Indian past. In summary, attack on people's education took a more virulent form.

### **Education policy incorporates GATS provisions**

In the middle of the 90's of the last century, there came up the GATS (General Agreement on Trade in Services), a set of rules and code of conduct set by the World Trade Organisation (WTO) which aimed at conducting open global trade in service sectors, in common agreement among the member countries of the WTO. Education and health among service sectors in particular, offered brightest prospect for amassing huge profit. The GATS also laid down that as a part of the trade, the government of a country must allow Foreign Direct Investment (FDI) in its service sectors. It clearly meant not only the indigenous private capital, even the multinationals and foreign imperialists would have free play to carry their plunder in the field of education in the member countries. The Indian capitalist class became an enthusiast signatory as well as translator of the GATS in the real field of education of the country. It was nothing but another strong measure for all-out privatization-commercialization opening the foreign capital to make inroad.

### **Primary and school education at the base of higher education face total demolition through the RTE Act**

Undeniably, a sound higher education rests upon the foundation that is created in students from

*Contd. on page 4*

## RTE'09 will only demolish right of education of people

*Contd. from page 3*

school education at its primary to higher levels. It has been mentioned that once the policymakers axed higher education arguing that undue emphasis on it is causing neglect of primary education. But that did not bring any change towards betterment in primary or higher levels of school. Very recently, the Congress-led Union government and its HRD minister are trumpeting with fanfare on their introducing the Right to Education Act (Right of Children to Free and Compulsory Education Act 2009), which they claim, will ensure 'free and compulsory education' to every child of the country. But even here, hypocrisy and falsehood of the claim starts from the fact that it is simply old wine in a new bottle. The Right to Education was declared a fundamental right in the Constitution of the newly independent state. But thereafter, as the right remained unattained for the vast majority of the population and illiteracy prevailed in massive form. The policymakers would fix up a target of 10 years at the beginning of each decade to fulfill that task, only to repeat the same at the outset of the next decade. The NPE'86 hammered the issue again in its Challenge of Education document and Operation Blackboard agenda. At the beginning of the nineties of the last century, DPEP introduced under the terms and patronage of the World Bank and the IMF called for 'Education for all', only to be followed by the *Sarba Siksha Abhiyan* at the beginning of the new millennium, proclaiming that it would bring all children in the age group between 6 to 14 years into the fold of elementary education, 'free and compulsory'. Now the

government once again announces its historic resolve to impart 'free and compulsory' education to all children of the same group as what was supposed to have been covered in the *Sarba Siksha Abhiyan*. DPEP marked a drastic change in approach and outlook, in which parents, and not the government or the state, were made responsible for education of their children. The present Right to Education Act, made effective from 1 April, 2010, stipulates a penalty of Rs. 10,000.00 or more for any parent, or whosoever, if he or she fails to or causes any hindrance to send his or her child to school. Hence, notwithstanding the verbosity, the present Act is basically the same wine presented in a new bottle only to befool people.

The Act clamours for 'free and compulsory' education for every child of 6 to 14 years of age and leaves out a score of questions. It gives a legal sanction to the 'no detention' policy, meaning students will not be detained in annual examinations up to class VIII; they will be automatically promoted to the next class. Add to this, the HRD minister has already announced to make Secondary Examination at the end of class X optional. It means the whole examination system upto the end of class X, if not more, is going to be abandoned. Anybody conversant with the conditions of teaching-learning processes in our country, will understand how dangerous will it be for the standard of education, if and when students will not find any urge to develop him- or herself, identify and rectify his or her defects and gaps and teachers will not have any compunction to find out how their teachings are being received by the

student or not. It will simply ruin the whole school teaching-learning process in schools, thus demolishing the foundation for the vast number of common students for higher education. It will automatically restrict higher education to them, thereby relieving the policymakers of their unpleasant task of finding newer and newer means for restriction.

The hypocrisy of the policymakers is once more evident when they ascribe the detention policy, rather the fear of failure in the examinations, as the cause of drop-outs and mental pressure on students. Again the reality is something else known to every sensible person. It is the abject poverty of the vast millions of common men of the country that makes them bring their children out of school only to earn their livelihood, which in most cases is not enough for even a square meal a day. To eradicate poverty must be the duty of the government and the state. Over the long six decades they failed to meet that challenge; rather their exploitative rule has aggravated the problem only. Now they are shifting the onus of dropout, illiteracy, poverty and existence of child labour, on to the hapless parents already buckled under poverty; they, the rulers of the system, are even arranging for punishment of those parents for a crime that is perpetrated by the system itself. If this is not height of hypocrisy, what else could it be? Besides, with the present wretched conditions of infrastructure in most schools without proper buildings, toilets for students etc, with dearth of competent teachers leading to a miserable teacher-student ratio,

dearth of textbooks and other means of instruction, with the outmoded curricula for a genuinely secular, scientific and democratic education, all this together makes it rather a repulsive condition for students in most of the schools, hampers the teaching-learning process. And students passing through this ordeal, naturally find examination fearsome and oppressive. But who, other than the government, is responsible for all these maladies even after these years of independence?

Lastly, all the prescriptions of the Right to Education Act will pertain to the so-called general schools run by or with the aids from the government. With the NPE'86, DPEP and SSA there has already been rampant fee hike, rapid proliferation of private English medium schools, appointing contract teachers in place of permanent ones, entrusting panchayats with the responsibility of providing primary education and fund mobilization for it, pushing the schools under them to be left at the 'mercy' of industrialists, even corporates'. It means privatization-commercialization that started with the NPE'86 as a process, has now swamped the schools, even the primary schools. In addition, in October 2009 the Union HRD Ministry has proposed to introduce PPP in the government school system, "as viable alternative to improve access to quality school education while ensuring equity and social justice." Shameless profiteering, auction of seats and swindling of students so common in professional educational institutions, now await to flood the schools too. There will be two categories of schools. One under private control, that will opt out of all government restrictions and make room for the rich to have the best education. And in the other category of schools with poorer and poorer infrastructure, there will be 'no detention', there, a single teacher, generally a para-teacher, will have to manage a number of classes often held in one single room. Those teachers will be deployed for census duty, election duty, disaster relief work, and such other non-educational purposes and so on. What Right to education will the students of these schools enjoy, it may very well be guessed!

[ To be continued ]

### Political Class in Orissa



A political class was held at Gautam Buddha Sanskriti Bhawan at Jajpur, Orissa, from 2 to 4 April. Selected Party leaders and cadres of the state attended the class. Comrade Provash Ghosh, General Secretary and Comrade Ranjit Dhar, Member, Polit Bureau, conducted the class based on the questions of the participating comrades from the books "Some aspects of Marxism and Dialectical Materialism" and "On Communist Code of Conduct" by Comrade Shibdas Ghosh. In the photo, from the left, Comrades Ranjit Dhar, Provash Ghosh and Dhurjati Das, Orissa State Secretary.

### State Memorial Meetings

## Comrade Nihar Mukherjee's identification with class, party, revolution made him the greatest revolutionary after Comrade Shibdas Ghosh

*[After the central memorial meeting in Calcutta on 3 March state level memorial meetings to pay homage to the great revolutionary leader, our departed General Secretary Comrade Nihar Mukherjee were held throughout the country during the month of March, 2010. We covered some of them in the last issue. Below we cover the rest.]*

### Sikkim

Comrade Nihar Mukherjee Memorial meeting in Sikkim was held at Deorali at Gangtok on 21 March. Tributes were paid, among others, by Comrades Ramesh Sharma, Rudra, Krishna Khatiwara and Sukman Subba. Comrade Hemant Dawarhi read out the homage of the Central Committee. Comrade Gopal Kundu, member, Central Committee, was the main speaker. He discussed different aspects of Marxism-Leninism-Shibdas Ghosh Thought and traced the course of the exemplary revolutionary life struggle of Comrade Nihar Mukherjee.

### Kerala

State level memorial meeting was held on 20 March 2010 at Adhyapaka Bhavan Hall in Ernakulam. Comrade C.K.Lukose, Member, Central Committee and Kerala State Secretary presided over.

### Tamilnadu

State level memorial meeting was held at the MGM Hall, West Mambalam in Chennai on March 14, 2010. The meeting was presided over by Comrade A Rengasamy, secretary, Tamilnadu State Organizing Committee, SUCI(C). Comrade R Jeyapaul, read out the Tamil translation of the Central Committee Homage. Here also, Comrade C K Lukose was the main speaker.

In course of his emotionally charged speeches both at Ernakulam and Chennai, Comrade C K Lukose first traced the history of the early stage of life struggle of Comrade Nihar Mukherjee as comrade-in-arms of Comrade Shibdas Ghosh; how Comrade Nihar Mukherjee stood by Comrade Shibdas Ghosh in the arduous struggle of building up SUCI(C) braving all odds. After the untimely death of Comrade Shibdas Ghosh, who in the process of a historic struggle emerged as one of the great Marxist thinkers of the era, Comrade Nihar Mukherjee on being unanimously elected as the General

Secretary, played a sterling role in holding together, leading and building up the SUCI(C), and leading it to the First Party Congress and recently to the Second Party Congress. Comrade Lukose mentioned that Comrade Nihar Mukherjee based on the teachings of Comrade Shibdas Ghosh had pointed out that Perestroika and Glasnost was the blueprint for counter-revolution and cautioned the world about the revisionist line of Deng leadership after Mao-Zedong's death. Dismantling of socialism in both the countries vindicated his analysis. Realizing the need of building a powerful anti-imperialist movement round the world after the fall of the powerful socialist camp, Comrade Mukherjee took initiative to marshal anti-imperialist and pro-peace forces of many countries and create a powerful international forum with communists at the core.

Comrade Lukose spoke of Comrade Nihar Mukherjee's valiant and prolonged revolutionary struggle against several diseases, the unbearable pain he had to bear, afflicted as he was by a number of serious ailments like COPD, Parkinson's disease and finally sepsis with multiple organ failure. Throughout these battles, he had retained his revolutionary composure, and though confined within four walls, he had remained mentally alert, providing guidance and inspiration to comrades, taking the Party through the two great movements of rectification and elevation followed by the revitalization and consolidation movement and finally conclusion of the historical Second Party Congress so that comrades would be equipped ideologically, politically and culturally to discharge the duty of carrying through the anti-capitalist socialist revolution that history had bestowed on the SUCI(C) to accomplish in India, which would have its reverberations throughout the world. Comrade Lukose appealed to all comrades to equip themselves to fulfil the dream

that Comrade Shibdas Ghosh and Comrade Nihar Mukherjee had had when they had plunged into the freedom movement ninety years ago.

### Tripura

The Tripura State Organizing Committee of the SUCI (Communist) organized a memorial meeting on 17 March at Dasharath Dev Hall, Agartala. After the Komsomol had offered their guard of honour, Comrade Arun Bhowmik, Secretary, Tripura State Organizing Committee, presided over and read out the homage of the Central Committee. While paying tribute to his revolutionary life, the main speaker Comrade Soumen Basu, member, Central Committee and secretary, West Bengal State Committee said, after the demise of Comrade Shibdas Ghosh, Comrade Nihar Mukherjee was not only the General Secretary of the party but the eldest guardian of all of us. Comrade Shibdas Ghosh initiated a historic struggle to develop a genuine communist party on this soil. Comrade Nihar Mukherjee joined this struggle as Comrade Ghosh's closest revolutionary compatriot and comrade-in-arms. This explains why Comrade Nihar Mukherjee cannot be viewed separated from Comrade Shibdas Ghosh and the SUCI(Communist). Under leadership of Comrade Nihar Mukherjee, the Party has not only spread in 22 states of India, mass movements too have taken a concrete shape everywhere. Comrade Basu said, after the collapse of socialism in Soviet Union, when the imperialist aggression assumed menacing proportion, it was under Comrade Nihar Mukherjee's guidance that the Party took up the responsibility of developing and coordinating anti-imperialist movements round the world. We can pay our revolutionary tribute to Comrade Nihar Mukherjee by carrying out the struggle for attaining higher communist character by fighting out the attack of bourgeois individualism, pursuing relentlessly collective life, activity and thinking and strengthening the Party, both ideologically and organizationally,

Paying tribute to the departed leader were, among others, Party

leaders from different District Organizing Committees, AIMSS, AIDS State Committees as well as Comrade Dinesh Chandra Saha of CPI.

### Bihar

Memorial Meeting under the auspices of Bihar State committee was held in Bihar Sahitya Sammelan Hall in Patna on 16 March under the presidentship of Comrade Sivsankar, secretary, Bihar State Committee. Comrade Satyawar, member, Central Committee, was present as the main speaker. Comrade Arun Singh, member, Bihar State Committee, read out the Central Committee's homage. Renowned physician and social activist Dr. P Gupta said that the passing away of Comrade Nihar Mukherjee is a great blow to the entire left movement in the country. The former president of the Indian History Congress and secretary, Bihar chapter of the All India Anti-Imperialist Forum Prof. O P Jaiswal recalled Comrade Nihar Mukherjee's great role as the organiser and leader of international anti-imperialist struggle.

In his speech Comrade Satyawar said, *inter alia*, Comrade Nihar Mukherjee from the very beginning played an extraordinary role as a close revolutionary compatriot of Comrade Shibdas Ghosh in his historic struggle for concretizing Marxism-Leninism on Indian soil and in the process building up a real communist party, SUCI(C) on the Leninist model. Comrade Satyawar said, it was Comrade Nihar Mukherjee who first correctly pointed out 'Glustnost' and 'Perestroika' of Gorabachev as the blue print of counter-revolution and called upon to intensify ideological struggle to defeat all shades of revisionism creeping into international communist movement and strengthen SUCI(C) to fulfil the task of accomplishing anti-capitalist revolution.

### Gujarat

The State Organising Committee of Gujarat held the memorial meeting in Public Hall, Pandesra of Surat. The meeting was presided over by Comrade Dwarika Nath Rath, Secretary of Gujarat State

*Contd. on page 6*

## Comrade Nihar Mukherjee Memorial Meetings

*Contd. from page 5*

Organising Committee. The main speaker of the meeting was Comrade Chhaya Mukherjee, staff member of the Party.

Floral tribute was paid by all the members of SOC and the frontal organisations, All India DSO, All India DYO, All India MSS and Workers Welfare Association,

The KOMSOMOL gave the guard of honor.

The Central Committee's homage to Comrade Nihar Mukherjee was read out in the meeting.

Comrade Chhaya Mukherjee in her speech dealt in details with the struggle of Comrade Nihar Mukherjee with the teachings of Comrade Shibdas Ghosh. She explained how after the demise of Comrade Shibdas Ghosh he carried on the revolutionary task of strengthening the Party and upholding the banner of Marxism-Leninism-Shibdas Ghosh Thought both in our country and abroad.

In the presidential speech Comrade Dwarika Nath Rath mentioned that the Party too grew in Gujarat during his time and under his guidance.

An exhibition on the life struggle of Comrade Nihar Mukherjee and the Last Journey was arranged outside the Hall.

### Bhopal, Madhya Pradesh

A memorial meeting was held at Bhopal on 14 March with Comrade Ramavtar Sharma, member, MP State Organizing Committee presiding over and Comrade Bhabani Das in conduction. In his address as the main speaker, Comrade Rabin Samajpati, member, Jharkhand State Organizing Committee, explained how in course of taking part in the freedom movement, Comrade Nihar Mukherjee came in contact with Comrade Shibdas Ghosh, accepted him as his leader and dedicated himself to the arduous task Comrade Shibdas Ghosh took upon himself to build up SUCI (C) as the genuine revolutionary party of the Indian proletariats.

Comrade Samajpati also pointed out that braving failing health, Comrade Nihar Mukherjee led and consolidated the Party, both ideologically and organizationally, extended the thoughts of Comrade

Shibdas Ghosh not only to every nook and corner of the country but even overseas. In order to give a firmer root to the invaluable teachings of Comrade Shibdas Ghosh in the Party, Comrade Nihar Mukherjee gave a call first for rectification and elevation followed by revitalization and consolidation and himself led the struggle by example.

Comrade Samajpati appealed to all assembled at the meeting to carry onward the struggle of rectification and elevation as envisaged by Comrade Nihar Mukherjee to newer heights and dedicate themselves to strengthen the Party for accelerating anti-capitalist socialist revolution.

Comrade Uma Prosad, Secretary, Madhya Pradesh State Organizing Committee also addressed the meeting.

### Guna, Madhya Pradesh

A memorial meeting was also organized at Jiwaji Pustakalaya Hall, Guna, Madhya Pradesh on 21 March. Large number of comrades, supporters and some dignitaries participated in it from the districts of Guna, Gwalior, Ashok Nagar, Shivpuri, Indore etc. Comrade Lokesh Sharma presided over. Comrades Pratap Samal, Secretary, Delhi State Organizing Committee of the Party, was the main speaker. Comrades Pradeep R. B and Shri Rakesh Mishra from Shaheed Bhagat Singh Smriti Committee also spoke. Central Committee's homage was read out by Comrade Rupesh Jain.

### Punjab

The memorial meeting in Punjab was held at Ramlila ground of Budhaldia on 14 March last. Party workers supporters and sympathizers in good numbers from the districts of Mansa, Patiala, Mohali, Chandigarh, attended the meeting to pay their homage to the departed leader. The meeting was presided over by Comrade Amrinder Pal Sing, Punjab state in-charge. Among those present and paying tribute to the departed leader were Comrades Indrajit Singh, Thana Singh, Jasbir Kaur, Kulbinder Singh and Indrajit Jodha. Comrade Pratap Samal, the main speaker dwelt on the various aspects of the glorious revolutionary life of Comrade Nihar Mukherjee.

### Jharkhand

In the memorial meeting at Bagaicha Hall, Ranchi, on 17 March, Comrade Hem Chakraborty, state secretary, Jharkhand, presided over and Comrade Arun Singh, member, Bihar State Committee, was the main speaker.

### Uttar Pradesh

Uttar Pradesh state level memorial meeting was held on 14 March at the Bar Council Meeting Hall. Comrade V N Singh, secretary, UP State Organizing Committee presided over and read out the homage of the Central Committee. Tributes were paid among others by Comrades Sreerishna Sharma, secretary, CPI district committee and Jaiprakash Singh, member CPI state council, Comrades P BYadav and Jaisingh. Comrade Jagdish Chandra Asthana, secretary, Jaunpur District Committee reminisced on how he was benefitted in course of his various discussions with Comrade Nihar Mukherjee.

In his address as the main speaker, Comrade Arun Singh, member, Bihar State Committee, dealt in some length on how Comrade Nihar Mukherjee, as the revolutionary compatriot of Comrade Shibdas Ghosh, led an arduous struggle amidst a totally adverse circumstance to build up the SUCI(C) as the genuine communist party on the soil. He also pointed out how after the untimely demise of Comrade Shibdas Ghosh in 1976, Comrade Nihar Mukherjee wielded Comrade Shibdas Ghosh Thought as the invincible weapon to solve the various problems arising in course of revolutionary movement and spread the Party organization throughout the length and breadth of the country and also initiated the process of acquainting the communists world over with the illumining teachings of Comrade Shibdas Ghosh. Com. V N Singh also spoke of the exemplary life struggle of Comrade Nihar Mukherjee.

### Chhattisgarh

Memorial meeting was held at Durg on 14 March. Those paying tribute to the departed leader were Comrade Badshah Khan, veteran leader of the Party, Comrade Rajaram, Central Committee member of CPI (ML-Liberation) and N K Verma, noted educationist. Comrade Dhurjati Das, secretary,

Orissa State Committee, in his address as the main speaker, drew attention to the important aspects of the exemplary revolutionary life of Comrade Nihar Mukherjee and called upon all to carry forward the task of bringing about Indian revolution that Comrade Shibdas Ghosh, the great leader of the proletariat and Comrade Nihar Mukherjee, his comrade-in-arms and worthy successor have bequeathed to us.

### Andaman

A memorial meeting was held at Ramkrishnapur of Little Andaman 200 KM off Port Blair. Comrades Bablu Mitra, Bijan Mondal and Krishna Mondal placed wreaths at the portrait of the departed General Secretary. The homage of the Central Committee and the speech of Comrade Provas Ghosh in the memorial meeting of 3rd March in Calcutta was read out.

On February 19, another memorial was held at Campbell Bay 500 KM off Port Blair with Comrade Sanjoy Mondal presiding over.

### Alipore Central Jail, Calcutta

On 7th March a memorial meeting to pay tribute to the departed great leader and General Secretary of the Party was held by the SUCI(C) prisoners in the Alipore Central Correctional Home in Calcutta. Comrade Prabodh Purokait, member, West Bengal State Committee of the Party addressed the meeting as the main speaker.

### Other Places

Memorial meetings were also held at **Nagpur** and **Mumbai** in **Maharashtra** on 17 and 18 March respectively. Comrade Chhaya Mukherjee, Staff Member, was the main speaker in Mumbai; Comrade Swapan Chatterjee, member, UP State Organizing Committee spoke at Nagpur. Comrade Madhav Bhonde, in-charge, Nagpur presided at Nagpur and Comrade Kumar Kulashetra presided in Mumbai.

Everywhere, the meetings began with offering floral tribute to the beloved departed leader, observance of one minute silence and rendition of the song composed on Comrade Shibdas Ghosh as well as the *Internationale*.

Price of the last issue was inadvertently printed as Rs 4, instead of Rs 2.  
Mistake regretted: Ed. Board P. Era.

# Comrade Nihar Mukherjee Memorial Meetings



KERALA



UTTAR PRADESH



PUNJAB



BIHAR



JHARKHAND



GUJARAT

## Youth Camp in Bangalore in Preparation for All India Conference of AIDYO

As a part of the preparatory programme of first All India conference of AIDYO, a youth camp was organized in Bangalore from 29 to 31 March. The camp was conducted with the objective of developing a powerful youth movement based on Marxism-Leninism-Shibdas Ghosh Thought against the burning problems of the youths in this exploitative capitalist society like mounting unemployment, rapid cultural degradation etc. About two hundred delegates from 17 states took part in the camp. The camp was conducted by Comrade Manik Mukherjee, member, Polit Bureau of the SUCI (Communist). Comrade Krishna Chakraborty, member, Polit Bureau, Comrade K Radhakrishna, member,

brief but important speech. Comrade Manik Mukherjee presented the theme of the camp. Thereafter, the delegates took part in discussions on various questions based on the book, "Democratic movement and the tasks of the youth" and the speech of Comrade Manik Mukherjee. Alongside ideological struggle, various sports and cultural programmes were also organized. On the second day, the state presidents and secretaries of AIDYO presented their reports and pointed out various problems as well as prospects of developing revolutionary youth movement. On the third day, discussions were focused on the draft constitution. Draft charter of demands was also placed and

### SUCI (Communist) opposes the hike of petrol and diesel prices and calls for resisting the anti-people decision of the Congress-led UPA government under pressure of powerful mass movement

Comrade Provash Ghosh, General Secretary, SUCI (Communist) in course of a statement issued on 1st April, said that after grabbing power in the cloak of saviour of poor people, the UPA government on pretext of curbing the pollution by introducing cleaner fuel, has hiked the petrol-diesel prices second time adding fuel to soaring prices of every essential commodities which has already reached an unbearable height. This time for petrol and diesel, the consumers will have to shell out Rs. 0.50 and Rs. 0.26 per litre more. Comrade Provash Ghosh termed it as another demonic attack on the common people which clearly shows that the UPA government is bent upon delivering one after another deadly blow on this or that plea to the toiling millions, while it, at the same time, is offering plethora of concessions, waivers, stimulation packages and amnesty to the monopolists and corporate houses whose fortunes are swelling.

Comrade Ghosh urged the common people to build up mighty movement to forestall this anti-people move of the government.



Comrade Manik Mukherjee addressing the youth camp in Bangalore and a section of the participants

Central Committee and Karnataka State Secretary, and Comrade Ratan Mukherjee, member, West Bengal state secretariat of the Party were also present. The camp began on 29 March after hoisting of organization flag and garlanding of the martyrs' column. A presidium was set up headed by Comrade B R Manjunath and comprising Comrades Ajit Acharya, T K Sudhir Kumar, Mohiuddin Mannan, Rajendra Verma and Dipak Kumar. Comrade K Radhakrishna initiated the proceedings. Then Comrade Krishna Chakraborty delivered a

accepted. At the concluding session, Comrade Manik Mukherjee announced a convening committee with Comrade Manjunath as the coordinator and Comrades Mohiuddin Mannan, Protiva Nayek, T K Sudhir Kumar and Dipak Kumar as members.

In his address, Comrade Manik Mukherjee said that Youth means creation. The prevailing frustration, despair and social alienation are unbecoming of the fervor and vitality of youth. These are manifestations of bourgeois decadence and hence are temporary.

Delegates present in the camp must carry the revolutionary thoughts of Comrade Shibdas Ghosh to the members of the youth community round the country. As revolutionary cadre, the AIDYO leaders and workers must have unbound love and affection for the oppressed and

suppressed youth of the country. They must face the all out attack of imperialism-capitalism with the invincible weapon of Comrade Shibdas Ghosh Thought. The camp ended with rendition of the song composed on Comrade Shibdas Ghosh.

Email address of Proletarian Era :

**proletarianera@gmail.com**

[ All news items, photographs and other materials meant for Proletarian Era may please be mailed to this address ]

Also visit our website :

**www.suci.in/era/era.htm**

## Observe SUCI(C) Foundation Day on 24 April with due solemnity

EDITOR-IN-CHIEF : PROVASH GHOSH

Edited & Published by Asit Bhattacharyya from 48 Lenin Sarani, Kolkata 700 013 and printed by him at Ganadabi Printers and Publishers Private Limited, 52B, Indian Mirror Street, Kolkata 700013. Phone : 2249-1828, 2265-3234 E-mail : suci\_cc@vsnl.net Website : www.suci.in