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62nd Party Foundation Day solemnly observed throughout the country

Time, roll back to the day the Party saw the first light on 24th April, 1948 when a handful of uncompromising patriots of the country's freedom struggle — a resolute youth, Comrade Shibdas Ghosh, leading them — had met in a convention following the course of historic socialist struggle covering all aspects of life to respond to the muted exhortation of the people of the land for the emancipation that had been denied to them by the leading compromising force of the national bourgeoisie. The youth fermented in revolutionary spirit and committed to the cause of the people vowed, they would not stoop low, they would bend themselves in full to respond to history's bequest for the cause of the masses. A party of altogether new kind came to germinate that day, the Socialist Unity Centre of India — unheralded by the media, unsung by the political forces that ruled the roost that day, unnoticed even by the people for whom it stood, History, all history, germinates this way — in silence, in unfondness, in adversity. Because, history turns on struggle between the old, the gray, the exhausted and the new, the green, the vivacious;

between the reactionary and the forward-looking; between the reactionary class in power and the rising revolutionary class. That struggle begins in the deepest of layers, it goes on in constant and continuous battle beneath the trifle of uproar of the bourgeois parliamentary sty, it comes into sight in battle roars, and when it bursts forth in tumultuous thunders it is revolution calling. Guided by the thoughts of Comrade Shibdas Ghosh, the great leader of the proletariat, Party has spread far and wide among people across the country.

April 24th revisited in 2010 calling upon the Party workers to recall the pledge. Throughout the country, 24 April last was observed with due solemnity to spread its message to the working people: organize yourselves into battle-steeled detachment of revolution under the banner of the SUCI (Communist) to materialize the indispensable task of ending exploitation of man by man through anti-capitalist socialist revolution. How far have you advanced on your road? How far have you progressed in order to be yourselves equal to the task, rebuilding yourselves as

communists worth the name? The message echoes from one corner of the land to another.

West Bengal

In Calcutta, a huge mass meeting was held at Shaheed Minar Maidan with Comrade Manik Mukherjee, Member, Polit Bureau, in the chair. Comrade Provas Ghosh, General Secretary of the Party addressed as the main speaker. At the beginning, Comrade Soumen Bose, Member, Central Committee and Secretary, West Bengal State Committee, delivered the introductory remarks. Then, like previous years, the young comrades of Komsomol offered a guard of honour.

In his presidential address, Comrade Manik Mukherjee, Member, Polit Bureau, greeted the thousands of party workers and supporters who braving the scorching heat thronged in thousands at the venue to observe the Party foundation day to renew their pledge to carry out the task of revolution unwaveringly. Comrade Mukherjee said that the 24th April is a historical day for the working class of our country as on this day, way

back in 1948, they had for the first time, got their own weapon — the genuine revolutionary communist party on the Indian soil — the SUCI(C). He pointed out that the people of this country, workers, peasants, middle class, students, youths, women—from the hills to the plains — had joined the freedom movement en masse in order to achieve freedom from the yoke of exploitation. But the cherished emancipation did not come about. Analyzing the Indian national liberation struggle, Comrade Shibdas Ghosh way back in the forties showed that there were two distinctly different class aspirations working within it. The aspirant Indian national bourgeoisie wanted end of the British colonial rule so that it could capture the state power, establish its control over the national market and with the help of state power enter into the international capitalist market as a formidable competitor. On the other hand, by freedom, the toiling millions — the workers-peasants-oppressed middle class meant not only termination of foreign imperialist rule but abolition of all exploitation of man by man. It

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A part of the gathering at Calcutta on 24 April to observe 62nd Party Foundation Day

Education Bills

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

[The present article is in continuation of the article entitled *Education Bills: Thwart latest fierce attacks on people's education, unitedly and by all means*, published in the last issue, i.e., Vol. 43, No. 16 of the *Proletarian Era* – P.Era. Ed.Board]

With school education being devastated and higher education being pushed beyond the reach of common students, the education policy is being given a further tilt. During this phase and in continuation of that, have come up the latest bunch of committees-commissions, or the like, namely the National Knowledge Commission (2006), the Yashpal Committee (2009), the 'do-it-in 100 days' agenda for reform of the present HRD Minister and finally the array of several Bills on different aspects of education recently introduced or being introduced by the same HRD minister of the Congress-led UPA government at the Centre.

At the same time, however, education-loving, well-meaning common people of the country did never succumb to accept these measures silently. All-out crisis in their life generated from ruthless capitalist exploitation has already bled them white. To add to their misery is this attack on their education. So, there were protests always simmering from this or that corner of the country. The rulers and the policymakers now wanted to ensure that such protests from people, from students and teachers do not assume any uncontrollable dimension to disturb their plans and designs.

The education policy in this phase not only hinged upon restricting education from the greater masses of common poorer students, not only bringing about unbridled privatization, commercialization, but at the same time centralizing power with legal sanction so as to nip any opposition in the bud. The recent bunch of Bills on education must be judged in the background of how education policy has been patterned to serve the interest of the ruling capitalist class. It must be added here, like all other policy formulations the present attempts by the HRD ministry have met with stiff opposition. The 'do-it-in 100 days' agenda which the HRD minister announced last year immediately

following the report of the Yashpal Committee or the 'Committee to Advise on Renovation and Rejuvenation of Higher Education', instantaneously drew strong opposition, so much so that the minister had to beat a retreat denying his 'doing it in 100 days' commitment and assuring wider discussions. Later, even the present NCHER Bill or the Foreign Educational Institutions (Regulation of Entry and Operation) Bill, 2010 are drawing severe criticisms from different sections of people, including the academicians. In a meeting on the NCHER Bill at Guwahati on 2 March last, convened by the Task Force of the HRD ministry itself and attended by vice-chancellors, former vice-chancellors, principals and others, most of the speakers expressed grave concern about the Bill leading to centralization of power, dilution of autonomy of universities and scope for political and bureaucratic interference.

Cunning moves to cover up the design

However, experience made the rulers and the policy-makers more cunning. Both the Yashpal Committee and the HRD minister cashed in on people's resentment at the corruption-malpractices-anarchy and fall in the standard of education that swamped the entire education system as a concomitant evil of privatization-commercialization. So they once came out with the argument that the 'regulatory agencies' had been unable to come to grips with the problems of 'capitation fee and unauthorized annual fees' which in their admission 'has no rational basis'. At the same time, the Committee had also to admit that there was 'Mushrooming' of engineering and management colleges, which had largely become 'mere business entities dispensing very poor quality education'. The reasons they ascribed to were 'deficiencies in enforcement instruments' and 'high-level

reluctance' (see Yashpal Committee Report p.39). Elsewhere, the Committee felt that the 'investors and philanthropists' had been deterred by the 'rules and regulations' imposed on them by 'regulatory bodies' (p.32-3) and there were 'too much inspection, interference and delay on the part of the 'State and Central Governments'.

So, on a premise that too many rules and regulations are obstructing 'investors' and the existing multiple regulatory bodies could not cope with the problems, the Yashpal Committee and the HRD minister evolved the idea of a single regulatory body, the National Commission for Higher Education and Research (NCHER), admitting at the same time that the seed of the plan was there right in the National Policy of Education (1986) and the Plan of Action, 1992 envisaging setting up of a national apex body. The Independent Regulatory Authority for Higher Education (IRAHE) proposed by the National Knowledge Commission was also of a similar kind. The recent National Commission for Higher Education and Research Bill, 2010, is nothing but the latest, and the most vigorous planned design towards setting up such a single regulatory body for the whole of the country.

Before dealing with the dangerous implications of the NCHER, we should bring in one relevant point. It is a cunning move, but cannot be fool right-thinking people. The ruling class and their policymakers themselves propounded the policy of privatization-commercialization. And when their policy yielded what were inevitable, namely, rampant corruption, limitless greed, exorbitant hike in fees resulting in miserable fall in standard, the same policymakers working for the ruling class cried for strict regulatory measures to establish centralized control over education. They did not answer what they had been doing so long with the situation going out of hand and what they would be doing when, the roots remaining in tact, that is privatization-commercialization in the hunt for

profit further intensifying, the situation will be worsening in future.

NCHER not a 'Czar'! What else is it ?

"NCHER has not been visualised as a Czar", such had been the Yashpal Committee's admission. Then what kind of commission will it be? As a single regulatory body for the country it will subsume the existing regulatory bodies that have been operating since the fifties of the last century. With all their lapses and lacunae these bodies looked after the different aspects of the higher education in all manifestations and variations in this vast country. These include among others, the University Grants Commission (UGC), the All India Council of Technical Education (AICTE), the National Council for Teachers' Education (NCTE), Bar Council of India (BCI), as well as Central and State universities and the Directorates of College and Technical Education of each State. The NCHER will take over the powers vested with all these. It will apply to all the 21,000 higher educational institutions, including the IITs, IIMs, the only exception being institutions engaged mainly in agricultural education and medical education. For them, there is another Bill in the offing, namely the Prohibition of Unfair Practices in Technical, Medical Educational Institutions and Universities Bill.

The policymakers often loudly suggest the breaking up of large universities, on the ground that such large institutions are too difficult to handle for a smooth administration and are an impediment to further improvement of education. It can not be accepted that merely breaking up large universities will improve administration and education in them. But the same policymakers, proponents of break-up of large institutions, are now proposing a single regulatory body that subsumes the numerous existing regulatory bodies that were looking after various aspects of higher education of the country. What should it be called?

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Policy hinges upon restriction for common students, privatization-commercialization, centralized power to crush opposition

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Ridiculous or hypocrisy? Details will reveal more truth.

For a vast country like ours, with so many aspects and ramifications of higher education, such a single regulatory body will definitely emerge as an extraordinarily powerful bureaucratic body with absolute control which would not have any representation of people's voice at all. In such a case how will it reflect or be aware of people's needs? Elected bodies like senates-syndicates or courts or the like that universities generally have, are definitely not flawless and are often used in petty sectarian interests. But even the minimum amount of people's voice that finds expression through these bodies, even the minimum accountability to people they have to bear, will be absent in a bureaucratic body like the NCHER. The symptom is apparent at the very outset. It is suggested that one of the "first tasks" of such a body would be to identify "the best 1,500 colleges" out of the 21000 institutions to upgrade them as universities to compete in a competitive global environment. A few questions are associated here. First, the minister himself admits that there are 21000 colleges in the country. The minister commits to upgrade about 7% of the colleges. What will be the fate of the rest? Are they not meant for people of the country? The minister's silence speaks the truth; the government would not be bothered about them. They would be asked to be 'self-reliant' with 'self-financing courses' with the help of private financiers, or even be sold out lock, stock and barrel to private investors. What would be a happier situation for private capital which, in the words of the minister, is causing hike in education cost without any rational basis or such other maladies that plague the education field today? Yet, the minister boasts of his efforts towards ensuring a comprehensive and holistic growth of higher education and research.

A second point is that the minister commits to upgrade a few colleges as universities. Will a bureaucratic decision to declare a college a university at all ensure any upgradation, any improvement of quality? Does quality hinge on such structural measures only? We will

come to this point shortly. Here it may only be added that such a measure will only create a few pampered institutions enjoying privilege and favour from the government, that, in turn, will only help these to further privatize and commercialize their education-catering business.

That the NCHER will be nothing more than a bureaucratic body, a powerful appendage of the highest executive-bureaucratic system of the country, is clear from the fact that it will be selected by the top echelon of people in the corridors of power, namely the Prime Minister, as the Chairperson, the Speaker of Lok Sabha, the Leader of the Opposition in Lok Sabha, the Union Minister in charge of Higher Education and the Union Minister in charge of Medical Education together making the Selection Committee. The Commission will have only four whole-time members including its Chairperson; with them there will also be three more members with high academic credentials. So, as it stands, the fate of the education of the whole country will rest with these few persons. And how will they be appointed? Not by any election reflecting people's opinion. They will be appointed by the President, the bureaucratic head of the country. The members will have the status, that is, the power of the Chief Election Commissioner in case of the Chairperson and of an Election Commissioner in case of any other member of the Commission. The Election Commission is entrusted with a specific task of conducting elections and is accountable to the Parliament. Its members can be impeached too. On the contrary, the NCHER has the responsibility for education of the whole country. It is an everyday affair, supposed to be influencing every household of the country. The government, including the HRD minister, clamour for providing the right to education to every individual. It may have to face questions in Parliament, on this or that aspect of education. But the Commission entrusted with such vital issue of people's life will have no voice of people to be reflected in it, will have no accountability for its activities. Will it be anything other than a Czar? Can such a vital issue of people's life be left with a

handful of bureaucratically picked up persons, vested with enormous unaccountable power?

As a sugar-coating to this bureaucratic process, a Collegium is proposed which will submit a panel to the Selection Committee to make its recommendation from. How the members of the Collegium will be selected is not yet clear, but it will be a huge body of core Fellows and other Fellows co-opted at the recommendations of the governments of each State and each Union Territory. Normally meeting annually, the huge congregation will have the power of recommendations on different aspects of higher education and research, but will never rise above a simple ancillary to the power resting wholly with the Commission and the Selection Committee.

NCHER to control A to Z of higher education

Broadly speaking, the powerful Commission will have an all-pervading span of activity, rather from A to Z, in regard to higher education. In specific terms, it will set norms and standards for grant of *authorization*, to a degree- or diploma-awarding university or a higher educational institution and terms for *establishment and winding up of a university*, the last one being a task now performed by the State Assemblies or the Parliament. Henceforth NCHER will specify sources, norms and mechanisms for *financing* higher educational institutions. Even it will specify norms and mechanisms and develop measures in regard to *routine functions and governance* of universities and other higher educational institutions as also will take measures for gradually enabling colleges affiliated to universities to function independent of such affiliation. It will maintain the National Registry of persons to be appointed as *Vice Chancellor* of any university or *head* of an institution of national importance and will specify minimum eligibility conditions for such an appointment. It will encourage universities to formulate a *Code of Good Practices* in administrative matters and will develop policies and processes for *interaction between students and teachers* in higher educational institutions.

It may sound ridiculous, at least

queer, that even after empowering the Commission to get into the routine function and governance, code of conduct and teacher-students relationships, the Minister claims in the Bill that the Commission will 'promote the autonomy' for the 'free pursuit of knowledge and innovation'. What autonomy of education and educational institutions actually means, we have discussed in brief earlier in this article. Here we may add a few more aspects of the issue. Historically, the concept of autonomy of educational institutions emerged as an inseparable part of the concept of democracy. It means freedom from fetters, unfettered right and responsibility of the academicians and educationists to govern and run the processes of the educational institutions, including the teaching-learning-research processes. Hence, even under the British rule, the educationists, social reformers and other luminaries of the country held that education is best imparted in a free ambience where it is left to the academicians, and the educationists without any interference from the government or any non-academic quarters. It is a necessary precondition, not just for smooth running of the institutions, but even for development of higher and advanced thinking. In a vast country like ours, such condition can be attained with different bodies catering to the different needs, varying with the differences between the regions inhabited by people with varied history, culture, language and tradition. A single body can only impose decisions dislinked from people's needs.

The Commission is also supposed to develop a national *curriculum framework* and *guide universities* in developing and revising course curricula. It will specify requirements and / or norms of *academic quality for the award of any degree* or diploma and for *accreditation and benchmarking* of higher educational institutions, for measuring and guiding *research* activities. Over and above these, the Commission will *advise* the Central Government and State Governments, when called upon to do so, *on policies* relating to higher education and research in any field of knowledge therein and will discharge such other functions in

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was revealed in the profound wisdom of Comrade Shibdas Ghosh that the party going by the name communist party in the country had never grown up as the true revolutionary party of the Indian proletariat, nor could it ever develop into one. In the absence of a genuine revolutionary party, the fruits of the freedom movement had been usurped by the Indian bourgeois class, which, capitalizing on the struggle and sacrifices of the people had come into state power through the transfer of power on August 15, 1947. Political freedom from the alien rule was achieved, but the people's emancipation remained a far cry. So he along with his handful of revolutionary compatriots took upon himself the arduous task of building up the SUCI, now SUCI (Communist), as the real communist party on the soil.

It was indeed a historic struggle. The undivided CPI was then enjoying international recognition and patronage. Alongside it, were the RSP, Forward Bloc founded by Netaji Subhas, the Bolshevik Party, the RCPI and other big parties claiming themselves to be left. Moreover, the Congress was then carrying all the glory and prestige of freedom movement. In such a milieu, Comrade Shibdas Ghosh – obscure, resourceless and even shorn of means of sustenance, with only a few comrades-in-arms had released a unique struggle to fulfill the task history had adjured to him. The only asset Comrade Shibdas Ghosh and his compatriots had was the revolutionary ideology, the truth, the correct base political line. As a result of this historic struggle, the SUCI(C) was not only founded but it grew, inch by inch, overcoming all hurdles, disdaining all abuses, innuendoes and ridicule hurled at Comrade Shibdas Ghosh not only by the right reactionaries but also by the so-called left. Today, the SUCI(C) has turned into an all-India party – steadily advancing in almost all the states, while all other parties are facing splits, divisions, group conflicts and so forth. Many of the parties have gone into oblivion. Today, SUCI(C) has through struggle virtually carved out a niche in the minds of the toiling masses as the only party of movement, representing a genuine people's alternative to the murky vote-oriented politics.

Comrade Manik Mukherjee also said that the people of West Bengal are witnessing how despite the combined attack of the police, the administration and the CPI(M), our Party is upholding the banner of mass movement, strictly pursuing the revolutionary ideology of Marxism-Leninism-Shibdas Ghosh Thought and making bold stride ahead. Comrade Shibdas Ghosh had shown, so long as the revolutionary party is not at the helm, no movement, notwithstanding many sacrifices, will reach its logical end. Comrade Shibdas Ghosh had taught us that mass movements must be developed in such a way as to be well-knit, firmly united, sustained and based on the edifice of higher ethics and morality. Otherwise, opportunism, selfishness and individualism will rear their ugly heads and struggles will go astray. Referring to the present situation marked by all-out degeneration, Comrade Manik Mukherjee showed how the arena of sports too is now being turned into a gambling den and conduit of money laundering and worst of all, vitiated with rapid penetration of obscene culture. People, youths in particular, must be made conscious that these are all conspiracies to cripple them mentally, emasculate them from within and turn them away from rising against injustice and discharging social obligation. Comrade Manik Mukherjee went on to say that the parties like the CPI, CPI(M) who were once in the vortex of united left movement in the 50s and 60s have now completely spurned that path, subserving the capitalist class for pelf and power and where they are in governmental power are ruthlessly suppressing legitimate mass movements developed on the burning issues of people's life devastated by mounting capitalist exploitation. But people must fight, must embrace the course of movement which is the only way they can, to some extent, abate the intensity of the oppression and repression. Only by developing these movements conducive to anti-capitalist revolution under correct revolutionary leadership that they can achieve their cherished emancipation.

After that, Comrade Provash Ghosh, General Secretary, SUCI(C) delivered his valuable speech, which will be covered in our next issue.

Haryana

A public meeting was held at Bhiwani on 24 April. Comrade Anup Singh, member, Haryana State Committee, presided over. Comrade Krishna Chakraborty, member, Polit Bureau, was the main speaker. Also spoke on the occasion Comrades Satyawan, member, Central Committee and Haryana State Secretary and Ramphal, member, Haryana State Committee.

Karnataka

The foundation day meeting was held at Bangalore on 25 April. Comrade B. Manjunath, Member, Karnataka State Committee, presided over. Another meeting was organized at Kala Bhavan in Dharwad on 27 April in the same state. Hundreds of the party workers, supporters and sympathizers from Belgaum, Haveri, Gadag, North Kannada, Koppal, Bellary, Raichur, Davangere, Bijapur districts attended the Dharwad meeting which was presided over by Comrade Ramajnanappa Aldalli, member, Karnataka State Committee. On both the occasions, Comrade Krishna Chakraborty, member, Polit Bureau, was the main speaker.

Comrade K. Radhakrishna, member Central Committee and Karnataka State Secretary in his brief address at Dharwad meeting said, *inter alia*, that the murky episode of Indian Premier League glaringly exposes how the rich business tycoons have been minting money through 'gambling' and the government is granting them huge tax waivers. The same government had increased the prices of the petrol, diesel and essential commodities what common people depend upon. So it clearly shows the government is pro-capitalist and anti-people and people's emancipation can come about only by expediting anti-capitalist socialist revolution.

In his addresses in all the three meetings, including in Haryana, Comrade Krishna Chakraborty, asserted that SUCI(C) which was founded in the year 1948 in a remote small district town of Bengal by outstanding Marxist thinker Comrade Shibdas Ghosh along with a handful of comrades-in-arms, has now spread out in 22 states across the country. It was at a time when CPI was known as the communist party and recognized by the International Communist leadership,

it was an uphill task to build the party in a vast country like India, without popularity and resources. Comrade Shibdas Ghosh being convinced of the fact that CPI was not a communist party but a petty bourgeois party, initiated the process of founding SUCI(C) as a genuine communist party.

The very fact that we are holding foundation day anniversary in Dharwad is itself a proof that the Party is growing throughout the country. This could happen, he said, basically for two reasons. One, the great culture that the Party is cultivating among its leaders and cadres in continuation with the culture that the freedom fighters of revolutionary trend reflected but with a break with it, with still higher proletarian revolutionary culture as guided by the thoughts of Comrade Shibdas Ghosh.

Secondly, correct base political line of the Party, the line of anti-capitalist socialist revolution. Since its inception, he said, the SUCI has been developing people's movement on the burning issues conducive to the anti-capitalist socialist revolution. Today all the sections of the toiling people are suffering miserably, lakhs and lakhs of workers are losing their jobs, youths, even highly educated youths are not getting jobs, the poor and middle farmers are committing suicide. It is not only the economic problems that are confronting the people's life. There is all-out crisis, covering all aspects of life, economic, political, social, educational, cultural, moral and ethical, he said. The very basis of education is being destroyed today. It is being commercialized more and more and handed over to greedy profit makers. Similar is the situation with the healthcare system, he added.

Continuing Comrade Krishna Chakraborty said that this present crisis is due to exploitative capitalist system. He said, long back Comrade Lenin had shown that capitalism, reaching its highest stage, imperialism, had become moribund and entered into all-out crisis. Capitalism is the root cause of all the crises. Comrade Chakraborty showed, as such because of the crisis ridden capitalism crises were growing in our society, but after the implementation of the policy of capitalist globalization, liberalization and privatization all crises have

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aggravated. Although the Congress, the most trusted servant of the capitalist class introduced the policy of globalization, it has been carried on by BJP government or by the United Front government headed by Devegowda of Karnataka in which CPI was a constituent and CPI (M) supported it from outside. Then this policy is actually not the policy of any particular political party, it is the policy of ruling capitalist class, he asserted. Naturally the bourgeois and the petty bourgeois parties whichever come to power are carrying out this policy. This is utterly anti-people policy without fighting which, people cannot solve any of their problems today. Therefore the need of the hour, he said, is to organize movements against these policies. But no party is developing people's movements seriously. Only SUCI(Communist), he said, is serious about it and developing movements throughout the country whereas the CPI, CPI(M) are fully engaged in parliamentary politics. They have spurned the path of movement long back and being in governmental power in West Bengal, Kerala and Tripura are suppressing people's movements with police brutality or even engaging criminals as in Nandigram and Singur of West Bengal. Now, they are interested in some show of movements. Above all they are not fighting capitalism. They are advocating people's democratic revolution. It means, the bourgeoisie, the enemy of the exploited is being painted as an ally of the revolution. In a country where capitalism has developed into imperialism, and where bourgeoisie has to be overthrown from power, there, to paint bourgeoisie as ally of revolution is knowingly or unknowingly the betrayal of revolution, he said.

Dwelling on the role of the Naxalites who are calling themselves Maoists, Comrade Chakraborty said, individual killing has no place in the Marxist-Leninist concept of revolution. No Marxist authority has supported this; rather all of them have opposed such killings. He emphasized that the revolution means, mass uprising of the consciously organized proletariat and other exploited. It is a total change of the society. It is a total change in ideas, habits and practices. It comes through many painstaking struggles, he said. Without organizing socio-cultural

movements prior to seizure of power revolution can take place nowhere, nowhere society can radically change. Without doing these things Maoists have started revolution in the country. More so, their analysis of Indian situation that India is a semi-colonial, semi-feudal country is highly erroneous. India is not only a capitalist country, now a powerful a capitalist country, rather, an imperialist country. Here fight against foreign imperialism and local feudalism which are non-existent can only end up in total frustration. On the other hand, it can give a handle to the governments to enact draconian black Acts and suppress democratic mass movements. And at the same time it creates wrong impression about the nobility of the Marxism-Leninism.

Comrade Chakraborty appealed to the people not to go against Marxism-Leninism by seeing the opportunist politics of CPI, CPI(M) and adventurism of the Naxalites and said that today without Marxism-Leninism revolution cannot take place anywhere in the world including India.

Lastly while concluding his speech he called upon all the people to strengthen the genuine revolutionary party, the Socialist Unity Centre of India (Communist).

At the beginning of the speech Comrade Chakraborty, seeing several hundreds of ladies attending the meetings said, "I am highly impressed seeing hundreds of women coming from distant places to listen to a political discussion that too revolutionary politics. Actually, the revolution cannot take place without the active and conscious participation of women in any society." He appealed to the women, "carry this message of Comrade Shibdas Ghosh to your neighbors, friends and relatives, to all."

Orissa

Party Foundation Day meeting was held at PMG square in Bhubaneswar on 24 April. Comrade Dhurjati Das, Orissa State Secretary presided over. A resolution on the all India General Strike and Hartal call given by our Party was moved by Comrade Raghunath Das and seconded by Comrade Bishnu Das, both members of the Orissa State Committee. Comrade Asit Bhattacharya, Member, Polit Bureau was present as the main speaker. Before commencement of the meeting, the state Komsomol

volunteers staged a guard of honour.

Rajasthan

Party foundation day meeting was held on 26 April at Sarvodaya Bhawan, Jaipur. Party Comrades and supporters from the districts of Udaipur, Kota, Jhunjhunu, Alwar, Churu, Jaipur, Jodhpur and Bikaner enthusiastically participated in the meeting which was presided over by Comrade Girijeshwar Singh, Secretary, Rajasthan State Organizing Committee. Here also Comrade Asit Bhattacharya, Member, Polit Bureau was the main speaker. In his addresses at Bhubaneswar and Jaipur, Comrade Asit Bhattacharya traced the history of the exemplary struggle of party building by Comrade Shibdas Ghosh and his revolutionary compatriots braving all odds and spurred by singular revolutionary purposiveness. He also touched upon the various issues of contemporary politics and analyzed them on the anvil of Marxism-Leninism-Shibdas Ghosh Thought to expose the vile bourgeois machination causing havoc in people's life and determine the

correct course of action the suffering people should follow to end this demonic capitalist rule by accomplishing proletariat revolution with due expediency. He bitterly criticized the politics of capitulation of the pseudo-Marxists and the various divisive forces that are hindering the growth and development of the class and mass struggles conducive to revolution. He called upon all to imbibe the essence of the illumining thoughts of Comrade Shibdas Ghosh and come forward to strengthen the SUCI(C), the Party founded, reared and steered by Comrade Shibdas Ghosh to advance people's cause.

Everywhere the meetings started with the garlanding of the portrait of Comrade Shibdas Ghosh and rendition of the song composed on him. All the meetings ended with *the Internationale*. As a part of the Foundation Day observation, comrades wore badges with portrait of Comrade Shibdas Ghosh, Comrade Ghosh's portrait was garlanded at party offices, party communes, party centres and at important street junctions.

People's protest against anti-people policies of central and state governments voiced in the successful All-India General Strike and Hartal on 27 April

SUCI(C) gave a call of All-India General Strike and Hartal on 27 April last on certain pressing demands of the people. People's response was overwhelming. Explaining our stand, Comrade Provash Ghosh, General Secretary of the Party said in a press conference on 22 April that common people are reeling under soaring prices of essential items, particularly foodgrains. But the governments, both central and state, instead of taking any concrete steps to arrest the price spiral are only dishing out flurry of lame excuses to shirk responsibility while remaining indulgent onlookers to the arbitrary jacking up of prices by the unscrupulous traders, hoarders, blackmarketers and market manipulators who constitute the money power in the elections of the parties frequenting the corridors of power. Knowing full well that a hike in the retail price of petrol-diesel will entail further spurt in general price line, the central government has done exactly the same thing on the

plea of reducing budget deficit caused by avalanche of fiscal stimuli to the corporate sector. The governments, both central and state, irrespective of hue, have been competing with each other to curry favour of the exploiting class in the hustings. So, while in power all these parties including CPI(M) pursue downright anti-people policies but when in opposition, pretend to oppose the same set of policies to deceive the masses. As against that, our Party since long has been initiating one after another organized, sustained well disciplined mass and class struggles against the anti-people policies of both central and state governments. Of late, the CPI(M) has started some show of movement and had given a call of Bharat Bandh on 27 April by combining some other non-Congress non-BJP parties who too are on record to have pursued the same very anti-people policies while in power. What prompts the CPI(M) to do this

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NCHER an all-powerful bureaucratic body divorced from people

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relation to the *promotion, coordination and maintenance of standards* in higher education and research as the Central Government may prescribe.

NCHER-NARAHEI-Education Tribunal triumvirate ensures smooth implementation of design

The Yashpal Committee as well as the HRD minister, who stands upon it, are fully aware of what autonomy really stands for. So they admit "*The principle of moral and intellectual autonomy from political authority and economic power is ingrained in the very idea of the university*", "*in matters of not just academics but also finance and administration*" and endorse "*the principle of full autonomy for a university*". From behind this voluble gesture, they suggest that the universities should not only "*assess themselves*", but "*be assessed by others in a transparent manner*". And for that purpose, that is, to guide or monitor the universities, they have kept another move up their sleeves. It is The National Authority for Regulation in Accreditation of Higher Educational Institutions Bill, 2009 to set up a 5-member National Authority for Regulation in Accreditation of Higher Educational Institutions (NARAHEI). It will be a private body to accredit institutions on parameters like teaching, learning and research, human resource and research infrastructure, placement, governance structures and course curriculum. Every institution must get accredited by the NARAHEI and will stand accountable to the latter for its performance, staking even its accreditation in case the NARAHEI finds it unsatisfactory.

Had the policymakers been serious about really helping educational institutions to improve their performance, they would have probed into the causes that give rise to corruption and other maladies in those institutions and would have suggested concrete means as to how they can free themselves of the maladies to judge their own performance properly and take adequate measures for necessary upgrading. Instead they propose this high-powered body NARAHEI to judge performance of the institutions.

Sensing that people are strongly critical of the extremely disastrous

condition in the education system, the Committee and the minister raise another bogey. Without attempting to get at the root of the "*the origins and the extent of the crisis*" and on the plea of "*peaceful debate*", they suggested "*a National Education Tribunal with powers to adjudicate on disputes among stake-holders within institutions and between institutions*" and now the minister is bringing a Bill to establish it. The bureaucratic body of NCHER does not have any representation of people's voice and the Tribunal in the name of adjudicating on disputes will be there to put clamp on any voice coming from the educational institutions against the policy and its implementation.

Thus the Tribunal, along with the NCHER and the NARAHEI, will complete the triumvirate to drive the last nail in the coffin of the autonomy of educational institutions, to complete the process of centralization of power to control the entire higher education. The NCHER will formulate everything, A to Z for the institutions of higher education. The NARAHEI will be there for policing with the magic wand of granting accreditation and refusing or withdrawing it. And the Tribunal will see to it that there is no democratic movement of teachers-students and employees in educational institutions against implementing the *Agenda for Action* that the minister, and the Committee hold up.

Both the Yashpal Committee and the minister themselves admitted that 'deficiencies in enforcement instruments' and 'high-level reluctance' to sort out problems were among the main reasons behind corruption, malpractices, anarchy and concomitant fall in the standard of education. On what basis can the minister expect that such high-powered bureaucratic body as the NCHER, aided by the NARAHEI and the Tribunal will be immune to the prevailing 'deficiencies' and 'reluctance' to act against, not to say of eradicating, corruption and other maladies? Already, there are serious allegations that relatively worse institutions are being awarded higher grades depriving deserving ones, raising question about the centralized accreditation process itself. With all power concentrated in a coterie of such small bodies, formed by the corrupt bureaucratic-

political system of the country and themselves with a typical bureaucratic character and an outlook beset with privatization-commercialization, it will always pose a grave danger to the education of common people of the country.

The point is why the policymakers, obviously guided by the class design of the capitalists, are taking to this method of curbing autonomy and of centralizing all power. From their experience the ruling class have learnt that their policy of curtailment of education for the masses and of unbridled privatization-commercialization leading to exorbitant rise in the cost of education will only give rise to strong resentment among teachers, students, guardians, educationists and right-thinking people at large. People need education and they will always strive for it, if necessary, launching formidable movement to ensure their education. The capitalist class mortally afraid of revolution and people's power, cannot afford to let people's resentment grow into massive powerful movement. So they will let the institutions enjoy autonomy only to the extent the latter implement their class design. They will be in favour of such education that fits their class needs and design. They can look for a favourable situation for them only with a total control over every issue on education, including curbing of movement against their policy and design. And, is it not a fact that it is the highly centralized power in the hands of bureaucracy-administration curtailing democratic right to dissension and opposition, that leads to fascism?

This NCHER Bill providing for such centralization of power, is unconstitutional too. Presently, higher education is a subject of the concurrent list of the Union and the states. The Bill tends to bring higher education completely under the jurisdiction of the Union. It circumvents the state assemblies, as it provides for reports on the development of education in a state to be submitted directly to the Governor, to place it to the Assembly. The Bill was not placed in a meeting of the education ministers of states, which it should have been. But the present HRD minister did not take pain to convene such a meeting. Rather, only as a formal face saver, an official of the HRD department

asked the Chief Secretary and the Higher Education Secretary of the state to convene a regional conference.

Fake concern for quality only conceals the dangerous motive

The above account shows, in essence, the pattern and design with which education policy of our country has been repeatedly modified during these more than six decades of independence. During this period, every right-minded person must have noted that in the name of freeing education system of problems, whatever steps the capitalist rulers might have taken, they did so chanting the slogan of improving quality of education. With each change, they proposed and gave effect to newer and newer means and measures to destroy education for common masses. And each time they chanted the same slogan on quality. Notwithstanding all their manoeuvring, quality of education has simply gone down to such a depth all over the country, that education-minded persons, without exception, can only feel utter disgust, frustration and anxiety. And this is not a picture for our country only. Downfall of quality, amidst dazzling grandeur and loud trumpeting of modern technology, has affected all the capitalist countries of the world, even their traditional and best institutions and is causing serious concern to those, genuinely concerned for a quality education. It must be recalled that the erstwhile socialist countries, which were economically much underdeveloped compared to many advanced capitalist countries, not only implemented free and universal education at its different levels, they even ensured continuous improvement in quality of education making it characteristic, from the lowest to the highest stages. It points to the simple truth that quality of education finally rests upon the socio-economic system of the country.

Now, what does quality in education signify? It does not mean simply accumulating volumes of information to use them in rearing one to grow as a money-making machine, a self-seeking careerist. Wholesome education involves assimilation of information as well as concepts and thoughts, and the quality of that education nurtures

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NCHER- NARAHEI-Tribunal will complete total centralization of power

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and promotes the faculty of original thinking that helps man grasp and utilize education he receives in the best possible way to build up his character and guide his life activities. Naturally, such quality education prompts man to rise beyond his own self-interest and be accountable to and useful for the society he lives in.

On closer scrutiny the quality of education will be found to hinge upon a few factors. First, it depends upon the administration which stands responsible for creating the immediate ambience within institutions as well as the broader set-up of the system. It depends upon how it has been created and how it acts, without unwanted pressures from government or private, political or communal, or the like. Only an administration allowed to act freely can ensure working without unwarranted obligation and corruption, a necessary precondition for it to promote quality education. Second, quality of education depends upon the curricula the institution follows. Only a scientific, secular curriculum can fulfill the demands of the society today, can help build up character of students to face life problems in a correct and effective way. But decisive is the role of teachers who impart the education and students who receive it. Undeniably both are products of the socio-economic system, both are influenced by it.

If teachers were to impart quality education, genuine education to students, they must bear a genuine and boundless interest in teaching. Their devotion to the cause of teaching, their unflinching commitment to teaching and taught serve as the foundation of their character which, in turn, generates attraction in students, not just to those teachers, but to learning as a whole — a character which creates in students unstinted respect for their teachers. Such students will have infinite interest for learning, will long for the best education. At the same time, they will also be adorned with such character that will stand for patriotism, will help them rise beyond the interest for their own self, to stand in the interest of society and people around, for humanity, particularly for those who will need help, courage and guidance to fight against exploitation, oppression and injustice.

Once during our freedom movement, we found such teachers and students, who still remain icons of sacrifice, courage and determination. Those teachers stood as exemplary characters imbuing students to stand head-high against oppressions and injustice braving all odds. Students, in turn, were deeply influenced by the surges of the freedom movement and the noble characters of their teachers and others of the society and did not hesitate to acquire the essence of education and come out to serve their country and society forsaking their career.

But what is the reality today? Are not the policymakers of this country aware that today a large number of administrators, many of whom are so-called educationists, including teachers and professors, often earn distinction of getting involved in scams, including monetary ones, of being involved in corruption, of running after posts and chairs without caring for any norms and values or quality of teaching? What is the present general mood prevailing in the teaching community? Is it not a fact that, barring a handful, with the vast majority of teachers the sole objective of teaching has come down to the goal of earning money? And what is the condition of students at large? There are exceptions, but for most of them the goal of character-building has receded from before them. Interest for society and its downtrodden people has vanished into thin air. Even they are losing the minimum interest for studies. The devastating result is reflected in massive failure in examinations, in drop-outs at all levels of education. Those who still cling to studies, do not do it from their love for it. They simply mug up the course material they are supplied with by their teachers, equally unattached to education as they themselves are. They then make it convenient to get past the examination hurdles by whatsoever means available and finally enter the broader arena of life only, if not mainly to earn money. It is out of question that any knowledge may be acquired with such teachers and students involved in the process. And without acquiring of knowledge, there is neither any question of quality of education.

Are not the rulers and policymakers aware of this reality? Are they not aware that it is the

present decadent capitalist society that breeds corruption, greed, self-centric careerist mind-set in both students and teachers? Is it not their policy of privatization-commercialization that is driving the root of hankering for money deep into teachers and students alike? Yet they wish to befool people with their desire to improve quality of education. Is it ignorance or height of hypocrisy?

Foreign University Bill a hoax for inroad of imperialists and increased privatization-commercialization

Chanting the same phrases of improving quality the HRD minister is also bringing the Foreign Educational Institutions (Regulation of Entry and Operation) Bill, 2010. The Bill will allow foreign education providers, that is, educational institutions, to set up campuses in India and offer degrees. It is claimed that such Indian campuses of good foreign institutions will prevent the much-talked about 'brain drain', instead helping 'brain gain' as good teachers will teach in those institutions and good Indian students finding more choice available at home will take admission to these campuses instead of going abroad.

The Bill raises serious questions. For instance, what makes the policymakers allow these Indian campuses to open. It is universally appreciated that good educational institutions of different countries of the world, such as the Cambridge University, the Harvard University or the Sorbonne University and the like, as well as those of our country, were founded in the then concrete social conditions of the respective countries to fulfill some concrete needs commensurate with the prevailing conditions. Singularly, they had a glorious history during which fore-ranking academicians and educationists strove to their best with the mission of cultivating and disseminating knowledge in their country, even the world. Hence these institutions always encouraged viewing teaching-learning as a noble mission and exchanging teachers, research workers, even students from other institutions of repute, even foreign ones.

But in the present context of globalization and particularly the GATS, when education is viewed as a global trade, these Indian campuses of foreign institutions, even the traditionally renowned ones, will

never rise above the status of industries, money-making centres, whose worth will be determined by their 'brand value'. The Indian monopolists are already gleeful at the prospect of enormous (\$7.5 billion or about Rs 34,500 crore) saving of foreign exchange; construction companies and real estate developers smell brisk business. Teachers will be highly paid 'trainers', to produce bands of 'learners' paying fabulous fees measuring with the 'brand value' of the institutions to earn foreign degrees. There will be no question of any mission or commitment to the cause of disseminating knowledge; no question of quality in such out-and-out commercial ventures standing upon liberal flow of FDI and mad-rush on commercial outlook. Rather, those campuses will turn out to be the agents of capitalists-imperialists to fulfill the mission of the GATS: unfettered privatized global trade in service sectors like education to fetch maximum profit.

Yet, the policymakers want people to believe that these good institutions will 'benchmark quality'. They deliberately conceal the fact that nowadays acute dearth of good teachers is evident at the higher level of education in all countries. In India, nearly 35-40% of faculty posts lie vacant in the colleges and universities of the country. Even countries like the USA are trying to cope with the problem with the help of foreign teachers and students visiting those countries. As a result, increase in number of educational institutions with opening of Indian campuses will only lead to substandard faculty thronging those. Naturally, instead of improving quality, this will act as definite impediment. But of course, business will be there and these branded institutions will turn out to be foreign-degree providing institutes at high costs and hence accessible only to the students with enough money and not necessarily merit, who will reap the benefit of those degrees in the 'job market' amidst stiff competition. Poorer students will neither find access to these, nor will be benefitted in any way.

Thwart disastrous education policy and recent bills by massive movement

To conclude, we reiterate the salient points. Since independence,

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Quality remains a far cry in decadent capitalist society

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in the Indian capitalist state the main trait of the education policy has been curtailment of education, particularly higher education from the common masses of students with a view to restricting the number of educated unemployed. At the same time, content of education was constantly diluted with an aim to emasculate the students to degrade into mere self-seeking career-minded youth with no sense of social obligation and rational bent of mind that might lead them to recognize the exploitative capitalist system as the root of the social evils. NPE'86 acted like a watershed. With it was started, the government's denying its responsibility for educating common poorer masses of people, even the minimum that it had been maintaining since independence. Side by side, rampant privatization-commercialization of education was initiated that kept on driving its root deeper through subsequent years. With imperialist globalization making its advent, the education policy was marked by the drive to implement the GATS in the country, which involved unbridled private trade in education all over the globe.

The policy is characteristically anti-people, pro-capitalist. Education, becoming a costly affair, is fast receding out of bounds of common poorer people. In a country where more than 70% people live below poverty line, regardless of official figures, and are unable to find even a square meal a day, the poor are even asked, as dictated by the World Bank, to bear the responsibility of education of their own children. Education is becoming the concern of the rich only. The ruling capitalist class, their subservient governments and policymakers are only boasting of training up privileged few from the richer families to compete in the global market to establish, what they termed, Indian excellence. The last vestiges of the man-making, character-building nobility of education are being wiped out, thus creating the foundation of producing dehumanized youth. The present

education bills are designed to set up a powerful centralized machinery to crush any minimum opposition to implementation of this policy, that they are sure would develop among people. The Bills stand for a total fascist centralization of power for the purpose.

This education policy is simply devastating education. Well meaning right thinking persons could never accept it. They protested in different phases, all around the country. Countrywide movements were launched and led by eminent educationists, academicians, professionals as well as common people including workers and peasants, teachers, students, middle class people. They even suggested an Alternative Education Policy to the NPE'86. Union governments as well as different state governments led by the bourgeois parties like Congress or BJP or others. Even those going by the name of Marxists or communists, like CPI(M), CPI and their allies, followed and implemented this policy that served the capitalist class. In the face of people's strong resentment and refusal the latter parties occasionally paid some lip service against this education policy. But basically, they treaded the same path that the

branded parties of the capitalist class were treading. Thus, in West Bengal, soon after coming to power in 1977, the CPI(M)-led front government announced withdrawal of English teaching and introduction of 'no detention' policy' from the primary level, that is up to class IV. A massive people's movement, led by the then eminent intellectuals, educationists, professionals, was built up and continued for long nineteen years. Under tremendous pressure of the movement, the government finally yielded and brought back English teaching in government-run or -aided schools. Presently, again, the CPI(M) leaders are nonchalantly pronouncing that they will implement the better aspects of the recently introduced out-and-out reactionary and dangerous Bills. Now that, the union government, through the Right to Education Bill have introduced 'no detention' up to class VIII, the CPI(M)-led government, wasted no time to extend the policy up to class VIII, which they have already been continuing up to class IV. Thus, despite their jargons, they prove themselves as subservient appendages of the ruling capitalist class giving effect to the design of depriving common poorer people

from education as well as reducing education to a privatized-commercialized commodity to be purchased at high cost. People have nothing to expect from these forces.

In such a situation, people face no other choice than rising in a new awakening to save education for them. They must realize that the ruling class will bring down newer and fiercer attacks on education, playing newer and more dangerous tricks. This devastating education policy will totally demolish people's education. It must be resisted by all means. All right-minded persons need to take initiative in every district, every locality to add their mite to build up united and sustained organized movements. Immediately they need to thwart the present attacks and force the government to scrap the present Bills on education. Only the wider and more massive, sustained movement, developed in each and every corner of the country, gathering strength from immediate movements, is the only course left to people. They must build it up as invincible as to save education from the enemy of people, the capitalist rulers and their subservient policy-makers, governments and others. This is the need of the hour!

Successful All-India General Strike and Hartal on 27 April

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now? Obviously the move was not spurred by any sincere intention to organize movement but by some other compulsion. First of all, the CPI(M) intended to regain some of its shattered image. Secondly, after facing debacle in the last parliamentary election, it needed to raise the sagging morale of its rank and file. Thirdly, it has been trying to prop up the much-trumpeted third front that was completely washed away in the last elections, by reassembling some of the constituents with a view to bettering prospects in the coming assembly elections and enhancing its bargaining power with the Congress-led central government. And last of all, the CPI(M) by this mockery of

movement has been making a bid to distract and divert the people from the real path of movement. Under the circumstances, our Party had given a call of a countrywide General Strike and Hartal on 27 April as a continuation and further intensification of the struggles initiated by our party in different states of the country on the following demands:-

1. Immediate adoption of stringent measures against hoarders, traders and blackmarketers and ensuring supply of food articles and other items of daily consumption at affordable prices through PDS.
2. Lowering prices of petro-products and increase of fertilizer subsidy
3. Introduction of all-out state trading

in food and other essential items.

4. Stopping privatization and commercialization of education and abolition of pass-fail system upto class VIII.
5. Withdrawal of sex education.
6. Annuling the policy of privatization of healthcare and the decision to introduce three year medical course.
7. Opening of all closed factories and establishments and reinstatement of all retrenched and laid off workers.
8. Providing job or instead proper unemployment dole to the unemployed.
9. Stopping repression on democratic movements
10. Stopping Green Hunt Operation against tribal people etc.

LONG LIVE HISTORIC MAY DAY ! WORKERS OF THE WORLD UNITE !!

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