

কয়েক মাস আগে সরকারপোষিত কলেজগুলির পরিচালন সমিতির সদস্যদের যোগ্যতা বেঁধে গিয়েছিল সরকার। এবার স্কুলগুলির ক্ষেত্রেও সেই নিয়ম কার্যকর করতে চলেছে শিক্ষা দপ্তর। ঠিক হয়েছে, কোনওভাবেই ম্নাতক ছাড়া কেউ পরিচালন সমিতির সদস্য হতে পারবেন না। ফলে কমিটিতে কম যোগ্যতাসম্পন্ন ব্যক্তিত্বদের প্রভাব কমেবে বলেই মনে করা হচ্ছে। এছাড়াও, পরিচালন সমিতি গঠন নিয়ে নিয়ম পরিবর্তন করা হয়েছে।

কলেজের ক্ষেত্রে যেমন সেশা গিয়েছিল, সরকারি প্রতিনিধিদের ক্ষেত্রেই এই নিয়ম প্রযোজ্য ছিল, ছাড়া বেওয়া হয়েছিল এক্স অফিসিও সদস্যদের। কিন্তু স্কুলের ক্ষেত্রে সেরকম কিছু নেই। কমিটিতে ঠাই পেতে গেলে একজন সদস্যকে ম্নাতক হতেই হবে। আপাতত সরকারপোষিত স্কুলগুলির ক্ষেত্রে এই নির্দেশিকা জারি হতে চলেছে। তবে আগামী দিনে অনুদানপ্রাপ্ত স্কুলগুলির ক্ষেত্রেও এই নিয়ম জারি হতে পারে বলে বিকাশ ভবন সূত্রে জানা গিয়েছে।

গভর্নমেন্ট স্প্রসার্ড অ্যাক্ট ১৯৭২ অনুযায়ী এতদিন সরকারপোষিত স্কুলগুলির পরিচালন সমিতির সদস্যদের ঠিক করা হত। একটি স্কুলে গড়ে ১০-১৫ জন সদস্য থাকতেন। কিন্তু শিক্ষা দপ্তর থেকে যে নতুন নির্দেশিকা প্রকাশিত হতে চলেছে, তাতে বেশ কয়েকটি গুরুত্বপূর্ণ পরিবর্তন আনা হয়েছে। তার মধ্যে অবশ্যই যোগ্যতা নির্ধারণ বিষয়টি অত্যন্ত আত্মপর্যাপ্ত। শিক্ষকদের একত্রণের মতে, এতদিন স্কুলের পরিচালন সমিতিতে নিরক্ষর, আর যোগ্যতাসম্পন্ন ব্যক্তি থেকে উল্লেক্ষিততা থাকতেন। তাতে অনেক সময় কম যোগ্যতাবাহী ব্যক্তিত্বা মাধ্যম চড়ে বসতেন। কখনও এবার শিক্ষকদের উপর ছড়িও ঘুরিয়েছেন। এবার সেই আত্মকালন কমেবে বলেই আশা করছেন তাঁরা। কারণ, ন্যূনতম ম্নাতক যোগ্যতা ছাড়া এই কমিটিতে কেউ থাকতে পারবে না।

পরিচালন সমিতির সভাপতিই দু'জন অভিভাবককে মনোনীত করতেন। সেই নিয়মে কোনও হেরফের হয়নি। তবে যোগ্যতা বেঁধে বেওয়ার বাঁকে খুশি তাঁকে কমিটিতে রাখা বাবে না। শিক্ষানবসের অভিমত, আগে তিনি সভাপতি হতেন, তিনি তাঁর পাছপের লোকজনকেই কমিটিতে ঠাই দিতেন। কিন্তু এবার এই কাজ করার আগে যোগ্যতার বিষয়টি গুরুত্ব দিতে হবে। ফলে তাঁদের ঘনিষ্ঠদের কমিটিতে মনোনীত করার ক্ষেত্রে দু'বার ভাবতে হবে সভাপতিদের।

জানা যাচ্ছে, অশিক্ষক কর্মীদের ক্ষেত্রে যোগ্যতার বিষয়টি ছাড়া বেওয়া হতে পারে। কারণ, শিক্ষাকর্তাদের মতে, বেশিরভাগ অশিক্ষক কর্মী (মূলত, ক্লার্ক, সাফাইকর্মী ইত্যাদি) ম্নাতক নন। ফলে এই নিয়ম তামের ক্ষেত্রে প্রযোজ্য হলে অনেক স্কুলেই অশিক্ষক কর্মীদের প্রতিনিধি কমিটিতে থাকতে পারবেন না।

নতুন নির্দেশিকায় বলা হয়েছে, একজন সরকারি প্রতিনিধি, দু'জন শিক্ষাবিদ এবং একজন চিকিৎসককে মনোনীত করবেন স্কুলশিক্ষা দপ্তরের কমিশনার। নতুন নির্দেশিকা জারি হওয়া মাত্রই, পুরানো পরিচালন সমিতিতে ভেঙে দিতে হবে। তবে বিকাশ ভবন সূত্রে জানা গিয়েছে, আরও বেশ কয়েকটি উল্লেক্ষযোগ্য পরিবর্তন আনা হচ্ছে। কী সেগুলি? শিক্ষা দপ্তরের এক অধিকারিক জানান, ১৯৭২ সালের নিম্ন অনুযায়ী, পরিচালন সমিতির সম্প্রদক হতেন সর্বিষ্ট স্কুলের প্রধান শিক্ষক। কিন্তু এবার এই ক্ষেত্রে ছাড়া বেওয়া হবে। যদি কোনও প্রধান শিক্ষক এই পদে না আসতে চান, তাহলে কমিটির অন্য কোনও সদস্যকে সেই পদে বাছাই করা হবে। অর্থাৎ, স্কুলের প্রধানদের সম্প্রদক হওয়ার স্থাপারে আর বাধ্যবাধকতা থাকবে না। অত্যাড়া, এতদিন সমাজের দু'জন সদস্যও থাকতেন সমিতিতে। কিন্তু নতুন নিয়মে এই দু'জনকে বাস বেওয়া হয়েছে বলেই জানা গিয়েছে।

যোগ্যতার বিষয়টিকে অগ্রত জা নিয়েছে বর্ষীয় শিক্ষক ও শিক্ষা কর্মী সমিতি। সংগঠনের কলকাতা জেলার সম্প্রদক স্বপন মণ্ডল বলেন, আমরা সরকারের এই উদ্যোগকে সমর্থন করছি। যদি কমিটিতে শিক্ষিত লোকজন থাকে, তা খুবই ভালো। কিন্তু এই পরিকল্পকে কতটা বাস্তবায়িত করা বাবে, তা নিয়ে সংশয় প্রকাশ করেছেন তিনি।

West Bengal School Head Masters Manual

D. Mahanta



West Bengal School Head Masters Manual:

Our Education in the Making D. Mahanta, 1977 Siksha o sahitya ,1965 Government Securities Manual India. Department of Economic Affairs, 1966 Government Gazette ,1894 **Youth 'At the Margins'** Sheri Bastien, Halla B. Holmarsdottir, 2015-06-25 This volume comes at a critical juncture as global commitments transition from the Millennium Development Goals to Sustainable Development Goals and the wider post 2015 development agenda is being discussed and debated In these discussions children and youth have been recognized as one of the nine major groups of civil society whose participation in decision making is essential for achieving sustainable development There is also a concomitant need for action innovative evidence based approaches to addressing entrenched global challenges or wicked problems and engaging youth in those efforts Within academic discourse the perspectives and active participation of youth in research has long been debated It is widely believed that their participation can result in better policy responses and contribute to the development of more relevant and effective interventions and programs to address their needs However the engagement of youth in research processes is not without critique issues such as how to move from tokenism towards authentic participation and empowerment have been critically discussed and many question if youth can or should even be expected to make change happen Youth At the Margins Critical Perspectives and Experiences of Engaging Youth in Research Worldwide brings together a range of critical and empirical contributions from emerging scholars and seasoned academics alike Each contribution provides a unique perspective on the potentialities and challenges associated with youth engaged research The chapters presented in this volume strive to critically interrogate and debate important foundational issues to consider when engaging youth in the research process such as epistemological and methodological considerations Important insights into the ethical pedagogical and practical aspects one must contend with can be gleaned from the selection of chapters here some of which are primarily theoretical and descriptive whilst others present empirical data with case examples from around the world This volume is devoted to showcasing high quality contributions to the scholarly literature on youth engaged research in order to spur further critical debate on the various epistemological methodological and ethical issues associated with engaging youth in research processes and in addressing intractable global issues The audience for this volume includes students researchers and academics within a broad range of fields who are interested in understanding the range of approaches being used worldwide to include youth in research endeavors on issues of global importance including poverty social exclusion structural violence un and under employment education and health **The Calcutta Gazette** ,1916

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