

কয়েক মাস আগে সরকারপোষিত স্কুলগুলির 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 সেবা গিয়েছিল, সরকারি প্রতিনিধিদের ক্ষেত্রেই এই নিয়ম প্রযোজ্য ছিল, ছাড় সেওয়া 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 আশা করা গিয়েছে, অনুরোধপ্রাপ্ত 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 উল্লেখিততা থাকতেন। তাতে অনেক সময় কম যোগ্যতাবাহী ব্যক্তিত্বা মাধ্যম চড়ে বসতেন। কখনও এবার শিক্ষকদের উপর ছড়িও ঘুরিয়েছেন। এবার সেই আত্মকালন কমেবে বলেই আশা করছেন তারা। 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 পছন্দের 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, অশিক্ষিত কর্মীদের ক্ষেত্রে যোগ্যতার বিষয়টি ছাড় সেওয়া হতে পারে। কারণ, শিক্ষাকর্তাদের মতে, বেশিরভাগ অশিক্ষিত কর্মী (মূলত, ক্লার্ক, সাফাইকর্মী ইত্যাদি) ম্নাতক নন। ফলে এই নিয়ম তাদের ক্ষেত্রে প্রযোজ্য হলে অনেক স্কুলেই অশিক্ষিত 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 উল্লেখযোগ্য পরিবর্তন আনা হচ্ছে। কী সেগুলি? শিক্ষা দপ্তরের এক অধিকারিক জানান, ১৯৭২ সালের নিম্ন অনুযায়ী, পরিচালন সমিতির সম্প্রদায় হতেন সর্বাঙ্গী স্কুলের প্রধান শিক্ষক। কিন্তু এবার এই ক্ষেত্রে ছাড় সেওয়া হবে। যদি কোনও প্রধান শিক্ষক এই পদে না আসতে চান, তাহলে কমিটির অন্য কোনও সদস্যকে সেই পদে বাছাই করা হবে। অর্থাৎ, স্কুলের প্রধানদের সম্প্রদায় হওয়ার স্থাপারে আর বাধ্যবাধকতা থাকবে না। অত্যাড়া, এতদিন সমাজের দু'জন সদস্যও থাকতেন সমিতিতে। কিন্তু নতুন নিয়মে এই দু'জনকে বাস সেওয়া হয়েছে বলেই জানা গিয়েছে।

যোগ্যতার বিষয়টিকে অগ্রাধ জািয়েছে বর্ষীয় শিক্ষক ও শিক্ষা কর্মী সমিতি। সংগঠনের কলকাতা জেলার সম্প্রদায় দপ্তর মণ্ডল বলেন, আমরা সরকারের এই উদ্যোগকে সমর্থন করছি। যদি কমিটিতে শিক্ষিত লোকজন থাকে, তা খুবই ভালো। কিন্তু এই পরিকল্পনাকে কতটা বাস্তবায়িত করা বাবে, তা নিয়ে সংশয় প্রকাশ করেছেন তিনি।

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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
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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

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Experiences of Second Language Teacher Education T. Wright,M. Beaumont,2014-12-03 This book brings together the voices of teacher educators working in different national and educational settings It Covers themes such as change in teacher education practices the influences of context on practice and of interculturality to provide rich insights into the processes and effects of second language teacher education

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