

# Tala Upozila Protibondhi/ Autism School

## Sukdevpur, Tala, Satkhira.

### Year of Establishment: 2013

SL.	Name of the School Teacher	Post	Male / Female		Total male/female	
01	Chandona Das	Head Teacher		F	09	05
02	Afroza Munmun	Ass. Head Teacher		F		
03	Sudeb Kumer Das	Ass. Teacher	M			
04	Mahfuza khatun	Teacher		F		
05	Rafiqul Islam	Teacher	M			
06	Md. Ali Hossain	Teacher	M			
07	Noyon Kumer Sarker	Teacher	M			
08	Md. Rezaul Islam	Office Assistant	M			
09	Halina Khatun	Ayah		F		
10	Kalpona Sarker	Ayah		F		
11	Bishowjit Das	M.L.S.S	M			
12	Dilip Kumer Sarker	Night Grad	M			
13	Bikash Kumer Shen	Van Driver	M			
14	Debashis Chakrobity	Night Grad	M			

The term *“in spite of their disabilities”* is often used to describe successful disabled people, eliding the many factors that contribute to their success. Oddly enough, despite the assurance in the obituary that these individuals refused to be defined by their disabilities, their memorials often have the effect of reducing them, and their accomplishments, to their disabilities: they are role models and heroes because they had full lives while disabled.

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Some of the high-profile disabled people dying today were born in an era when the disability rights movement was a far cry from what it is now,

But many of those celebrated achievers were born into a life of privilege, complete with family connections and a “stiff upper lip” upbringing, another common theme we see when it comes to talking about disability

Disabled people are expected to be sunny and optimistic, to not whine and to be, as some call it, supercrips. Disability rights activist Paul K Longmore, for example, was pushed to pursue an academic career and warned that failure would reflect poorly “on all people with disabilities”.

To describe disability as something that must be “overcome” and something a person will go on to succeed “in spite of” is an oppositional framing. It implies that being disabled is a negative thing, and yet suggests it will not hold you back if you try hard enough – that disabled people who fail in life have only themselves to blame; they should have tried harder, shouldn’t have “given up”, should have had a fighting spirit.

If the lives of disabled people are portrayed in this way it risks being used as a stick to beat those disabled people who are not sufficiently cheerful, who do not have enough “motivation”, and fail to complete certain tasks. After all, if Helen Keller could go on to be a successful

author and radical socialist activist, does that mean the homeless man in a wheelchair on the corner is just lazy? As disabilities like Christopher Reeve’s paralysis are depicted as inspirational, other disabled people are blamed for their lack of success when the real obstacles they face are largely economic and social, and not dependent on their personality traits. While there has been tremendous progress in the area of disability rights, people with disabilities still face a number of barriers put in place by society, not by their “afflictions”, as the media puts it. Disabled people are more likely to live in poverty, more likely to be unemployed, more likely to face discrimination in the workplace. These barriers are social, not personal, and cannot be “overcome” through sheer force of will.

What’s notable about many of the high-profile people with disabilities we see in the news isn’t that they “overcame” their disabilities. They overcame the social obstacles presented to disabled people, and many did so largely thanks to a happy accident of birth, or as a result of success before becoming disabled, as seen in the cases of many disabled athletes. They attended excellent schools, had jobs ready-made for them in the family firm in some cases, had family members with the time and resources to provide accommodation when it wasn’t made available and to fight for equal access, had the earnings of distinguished careers to use in modifying homes and buying mobility devices – opportunities not available to your average disabled person. In other words, they succeeded not only because of their “brave” qualities, but because they were provided with every advantage in life – something all disabled people should have.

Disability rights are about more than awkward looks, ramps, and accessible parking. While these are daily issues for many, there are also major issues of policy, civil rights, and even life and limb that most non-disabled people haven’t even heard of.

Fowling chart;

No.	Name of Class	Total Male	Total Female	Total Student
1.	Nursery	43	27	70
2.	Class One	11	08	19
3.	Class Two	06	04	10
4.	Class Three	08	02	10
4.	Class Four	06	02	08
	Total Student	74	43	117

## Goal:

Under the thematic area of this call for proposal ‘ ‘ Develop good citizens and good governance through moral education’ ’ will be the major theme of this proposed project. The project goal is;

*To Participation in the development plan of Autistic people through education.*

## **Specific Objective:**

- To developing plan of Autistic people through education.
- To enhance access in different services and reduction of poverty
- To strength students' rights movement

## **Expected Result/ Output:**

- 80.9% percent of disabled students receiving special education
- 26.7% percent of working-age disabled people had jobs, compared to 71.2 percent of non-disabled people.
- 5720 family have enhanced access in local basic service.
- 85% school dropout reduced Moral education have reduced

## **Major Activities:**

- Living as a citizen of the country as a good citizen and helping to follow the rules of the state.
- Establishing good citizens and Susan through education.
- Inequality discrimination in education.
- Child marriage, sexual harassment, eve-teasing, dowry, divorce, drug abuse, abuse of elders, trafficking of women and children, trafficking acid, public-private services, pass-through examination, coaching and guides. Drug abuse and prevention drop in education.
- Increasing acceptance of income generation activities as well as reading text.
- Strengthen the managing committee of every educational institution.
- Establish good citizens by organizing meetings with conversations.
- Creating a Monitoring Team among teachers and students.
- Be aware of taking part in various quiz competitions.
- Improve quality reading writing through sports.
- To monitor various development activities, updating the monitoring and charting, connecting different emergency numbers with information and hotline numbers.
- Creating Village / Para-based Monitoring Team among students, solve various problems.
- Creating a monitoring team in each class is conscious and increasing the rate of education.