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- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–23

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**ROLE OF AWH IN EMPOWERING THE DISABILITIES FOR HIGHER EDUCATION****DR. RASHMIRANI AGNIHOTRI H.R****POST DOCTORAL FELLOW****DEPARTMENT OF STUDIES & RESEARCH IN SOCIAL WORK****P.G. CENTRE OF GULBARGA UNIVERSITY****RAICHUR****DR. K.S MALIPATIL****CHAIRMAN****DEPARTMENT OF STUDIES & RESEARCH IN SOCIAL WORK****GULBARGA UNIVERSITY****KALBURGI****ABSTRACT**

*Empowerment is multi-faceted, multi-dimensional and multi-layered concept. Disabilities empowerment is a process in which disability person gain greater share of control over resource – material human and intellectual like knowledge, information, idea and financial resources like money and access to many and control over decision making in the home, community, society and nation and to gain process; according to the country report of government of India “Empowerment means from a position of enforced powerlessness to one of power”. In recent days higher education is most important tool regarding the subject disabilities also apart of society. Their role also very much important in a community or society. The recent years the focusing of disability student in planning UGC and government have been implemented the effective roles acts, programmes for the development, empowerment of student and also provide more employment opportunities changing their socio, economic, educational and cultural fields. AWH is one of the famous association in Kozhikode Kerala. It is a voluntary organization working for the welfare, empowerment of the disabled in Kerala especially of the comparatively backward north has grown considerably and has become a nodal agency for all welfare and development Calicut. The association to facilitate rehabilitation of people with all finds of disabilities, advocate and promote equality in all spheres of life through education, communication, training and painful employment. The AWH association has taken number of development and empowerment programmes for disabilities for higher education. Paper is purely theatrical. The paper shows the detailed study about AWH association’s Introduction, Administration, Achievement, Institutions, and development and empowerment programmes for disabilities student lastly the role of AWH association work has been highly appreciated in the development and empowerment of disability students.*

**KEYWORDS**

Higher education, disabilities empowerment.

**INTRODUCTION**

**T**he Association for Welfare of the Handicapped was set up in 1973 and was registered under the Societies Registration Act of 1860 with Regn. No. 26/75 dt 29/03/1975. The registered office of the AWH is functioning at 17/194 M' Square Complex, Pavamani Road, Kozhikode 673001. The AWH is registered with the Ministry of Home Affairs, Govt. of India under Foreign Contribution (Regulation) Act of 1976 with Registration No. FC No. 052880056 dt 10.04.1985.

From a humble beginning, a charitable voluntary organization working for the welfare, development and empowerment of the disabled in Kerala especially of the comparatively backward northern part (Malabar region) of the State of Kerala, the AWH has grown considerably and has become a nodal agency for all welfare and development programmes and has also become a Mother NGO of Calicut.

Its activities have registered a manifold increase and reach every segment of the needy sections of the society. AWH aims to reach out to all categories of disabled people whether they are visually impaired, orthopaedically handicapped, hearing impaired, spastics, deaf, blind, mentally retarded, people afflicted by cerebral palsy etc.

With the above in view the AWH is actively engaged in activities that bring relief to the less fortunate sections of the society. The AWH pioneered in the setting up of institutions of special education which is a major tool for empowering the disabled, institutions to create professionals in various disability management areas, institutions of higher education and technical education. The AWH is also implementing various medical intervention programmes through its centres established for this purpose.

The institution has also been implementing programmes for management of chronic diseases. About 30 chronic diseases have been identified which if un-cared will lead to disabilities. The haemophilia Society have been formed which is affiliated to Haemophilia Federation of India and World Federation of Haemophilia, Canada. In the same lines the AWH has taken initiative in forming the Multiple Sclerosis Society of India MISSI Kerala Chapter and the Diabetes Society with the aim of catering to diabetes patients.

The AWH has also set up a number of institutions for imparting vocational training so that avenues for economic rehabilitation for persons with disabilities are opened.

Though the main focus of the Institution is welfare, development and empowerment of the disabled, the AWH has expanded its activities to cater to the needs of other needy sections of the Society especially women and children. The organization has taken up activities related to child health, nutrition, human resource development, socio-economic programmes, drinking water supply projects, projects for destitute and needy women, waste management, AIDS control projects etc.

**A REVIEW OF LITERATURE AND IMPORTANT REFERENCES OF HIGHER EDUCATION AND DISABILITIES**

Higher education in the United States undergoes change in response to modifications in the perceived needs of the society, legislative policies and social attitudes. As a result, the student pool has changed considerably in higher educational institutions, which includes every type of disability. Literature shows that students with disabilities often faced additional challenges in their educational environment. As the number of students with disabilities seeking to complete their college education increases across the country, these additional issues present problems to this emerging population. These students face both physical and attitudinal barriers within the university environment. This article presents a review of the literature about the status of students with disabilities in higher education in the United States.

Individuals with disabilities constitute the largest minority in the United States (McGuire, 1992). The National Council for Education Statistics (1996) reported that in the fall of 1994, over 14.5 million students were enrolled in the nation's higher educational institutions and over 1.4 million of these students (10.3 percent) reported having at least one disability. Forty percent of the 1,400,000 students have orthopedic and neurological related disabilities, and the rest includes learning disabilities, visual impairments, and other physical and psychiatric disabilities (Department of Health, Education, and Welfare, 1995). The enrollment of students



with disabilities is increasing in higher education, due in part to strict federal laws such as the Americans with Disabilities Act (ADA) regarding right to accessibility, political support, work of disability groups, as well as media coverage (Hirschhorn, 1992).

Students with disabilities have additional needs attributable to those disabilities such as, living on their own and dealing with the disability in an educational environment. The daily life tasks of those of individuals with a disability are more complicated than students without disabilities (Graham, Weingarden, & Murphy, 1991). For example mobility impaired students face architectural obstacles within the school's existing environment. Many of these students continue to encounter problems during their late undergraduate and graduate years (American Council on Education, 1995). Appleby (1994) found that nearly one-half of college students with disabilities seek personal counseling services and suggested that the types of issues related to their transition and adjustment can be quite different from the problems presented by the nondisabled population due to physical and attitudinal barriers.

### HIGHER EDUCATION, STUDENTS WITH DISABILITIES AND LEGISLATION

Until the early 1900s, higher education efforts in the United States centered primarily on providing educated clergy and social leaders (Malakpa, 1997). Time and circumstances have proven strong modifiers of higher educational organizations, which now have become more focused on extended educational opportunities and career development issues. This expanded "vision" also has brought an increasingly diverse student body, more extensive curricula, and a greater range of education-related activities and services (Milani, 1996).

Students with disabilities represent one of the groups, which are currently, more active in their pursuit of advanced learning opportunities. Youths with disabilities who had graduated from secondary institutions were three times as likely to enroll in higher education programs compared to their nondisabled peers (Brown, 1992; Gartin, Rumrill, & Serebreni, 1996). For example, a study by Bailey (1994) surveyed 45 disabled and 33 nondisabled college students to assess whether the way disabled students value college education differs from that of nondisabled college students. The results showed that the disabled students were more keen to improve their value to society through successful involvement in college education than their nondisabled counterparts.

Prior to the 1970s, many students with disabilities were denied admission to colleges and universities in the United States because of their disabilities. For example, a 1962 survey of 92 Midwestern colleges and universities revealed that 65 would not accept wheelchair using students (Angel, 1969). Fonosch (1980) cited a 1974 survey of 1000 four-year institutions which found that 18% rejected blind applicants, 27% rejected applicants in wheelchairs, and 22% rejected deaf applicants. Congressional legislation introduced in the early 1970s had as its focus the improvement of conditions for Americans with disabilities. Section 504 of the Rehabilitation Act of 1973, as amended in 1974, was the first significant piece of federal legislation affecting students with disabilities in higher educational institutions securing fund from the federal government. The Department of Health, Education, and Welfare regulations that implemented Section 504 are administered by the United States Department of Education Office for Civil Rights, and have several implications for all institutions of higher learning. Section 504 outlines the responsibilities of higher education in providing equal educational opportunity for "otherwise qualified handicapped individuals" and imposes an "affirmative action obligation" on higher educational institutions (Kaplan, 1985, p. 242).

Another significant piece of federal legislation related to students with disabilities is the Education for All Handicapped Children Act (P.L. 94-142), signed into law by President Ford in 1975. The resulting implementation of state mandates, in accordance with the "least restrictive environment" concept, provided for the participation of students with disabilities in the regular classroom (Horne, 1985; Parker & West, 1996). This, in turn, enabled a new pool of potential college students.

The most recent federal legislation is the Americans with Disabilities Act (ADA) of 1990. Two of the purposes of the ADA (P.L. 101-336) are to provide a "... national mandate for the elimination of discrimination against individuals with disabilities" and to provide strong "... enforceable standards addressing discrimination against this population" (U.S. Code of Congressional & Administrative News, 1990, p. 39). Essentially, the ADA prohibits discrimination on the basis of disability in the areas of employment, public accommodation, public services, transportation, and telecommunications. This newest legislation also affects educational settings because colleges and universities are considered as public sites. These three major acts contributed greatly to the increasing enrollment of students with disabilities on college campuses (Thompson, Bethea, & Turner, 1997).

### RESEARCH STUDIES ON STUDENT-LIFE

There are numerous studies conducted in the area of higher education and disabilities. This review is focused on the university life experience of students with disabilities; studies about academic and social integration; and studies related to awareness and attitudes toward students with disabilities.

A qualitative case study by Synatsch (1994) examined the experiences of 5 college students with learning disabilities who successfully completed their studies at a major research university. The purpose of the study was to determine what factors and processes were perceived as influential in successful adjustment. Individual and group interviews were conducted with these participants. Results indicated that the interaction of the perceptions of life-event stressors, individual abilities, and disabilities influenced the types of actions taken by successful college students with learning disabilities. The students expressed a conflict between their desire to be independent and their desire to use services and accommodations available to them.

West, Kregel, Getzel, Zhu, Ipsen and Martin (1993) surveyed 40 college and university students with disabilities to determine their levels of satisfaction with accessibility, special services, and accommodations at their schools. Students were requested to identify barriers to higher education and improvements in services. Respondents generally expressed satisfaction with the services that they had received in their schools. However, majority of the students indicated that they had encountered barriers to their education, including a lack of understanding and cooperation from administrators, faculty, staff, and other students; lack of adaptive aids and other accommodations; and inaccessibility of buildings and grounds.

English (1993) conducted a survey research study to determine the role of institution's disability support services in the integration and retention of 35 hearing impaired college students. Participants indicated a higher level of academic integration compared to social integration, and a very high commitment to their intention to stay in school. Analysis of the survey results revealed that support services had a direct effect on academic integration, and an indirect effect upon intent to stay in school. However, there was no effect of support services upon social integration. Students felt moderately integrated into their academic systems. However, students did not feel as integrated into their social systems, and institution's support services did not contribute to social integration.

Zadra (1982) interviewed 52 mobility-impaired college freshmen at 11 higher educational institutions within the New York metropolitan area at the beginning and at the end of the 1980-81 academic year to compare anticipated with actual utilization of special college support services. In general, these students were older than traditional college students, had graduated from public or private high schools, and identified getting a better job as the primary motivation for college attendance. Forty-six percent of the students were wheelchair users; however, all students had limitations in mobility.

The findings in the study indicated that entering freshmen most often acquired information about college services through direct contact with the institution or its staff and were most knowledgeable about services which they anticipated needing. All students overestimated their need for academic services. They all agreed upon the need for rest areas and personal counseling. Ambulatory students underestimated their need for architectural accommodations, particularly ramps, handrailings, and curbcuts which were utilized regularly. However, wheelchair users were accurate in anticipating services needed to attain mobility. Evaluations of services were generally positive although elevators and lavatory facilities received strong criticisms. Based on the findings Zadra (1982) suggested recruitment strategies such as bringing potential freshmen on campus to check facilities prior to enrollment. Also, pre-registration interviews between college counselors and entering freshmen was suggested as an effective process for obtaining accurate information about needs of wheelchair users and mobility impaired students.

A mail survey study by Flowers (1993) investigated factors which best predict academic achievement and academic persistence among students with disabilities at a higher educational institution. The sample for the study was composed of 167 students who self-reported having a disability and had attended a large Midwestern university between Fall, 1990 and Summer, 1992. Analysis of the data suggested that academic achievement, measured by GPA, was the best predictor for academic persistence, measured by number of semesters attended. Along the same lines, academic persistence was found to be the best predictor for academic achievement among the sample. Acceptance of disability was found to be a significant predictor for either academic achievement or academic persistence. Also, a significant positive correlation was found between age (persons 18-25 years of age) and academic achievement and academic persistence. Older students tended to have better GPA and had attended more semesters than younger students.

Blake (1992) in a survey study examined whether variables describing academic and social integration could discriminate nonreturners from returners (academic persistence) among students with disabilities at a large urban university. A survey was mailed to a random sample of 59 students with reported disabilities who formerly attended the university between August 1984 and August 1990, 78 students with disabilities who were currently enrolled with the institution's disability services office and 150 students with no reported disabilities. The results of discriminant analysis using the variables describing integration yielded no statistically significant differences among the respective groups. The academic and social integration variables did not discriminate between nonreturners and returners or between students with disabilities and students with no reported disabilities.

In a survey research intended to find any possible relationship between academic success and university accommodation, Keim (1996) examined the academic achievement and the use of various academic support services among 125 university students with learning disabilities. Independent variables, such as advisement contacts were examined for their relationship with the dependent variable of academic achievement. Results supported the effectiveness of university support programs toward academic achievement for these students.

Anderson (1993) surveyed 26 students with disabilities and 66 non-disabled students regarding social support and barriers to higher education. Results indicated students with disabilities on average had more professionals within their personal support network. Both students with and without disabilities described social support network as important to successful adjustment to university. However, students with disabilities expressed concerns related to physical barriers within the university buildings, the need for emotional support and ongoing adjustment to disability, which were not readily identified by the non-disabled students.

Allison (1994) examined the utilization of reasonable accommodations for university students with disabilities and their relationship to graduation rates in a large suburban university. Although there were no substantial differences between graduates and disenrollees in terms of accommodation usefulness, there were significant differences in terms of social support network. Drop outs indicated lack of social support (family, friends and teachers) as one contributing factor.

In an effort to understand high-ability learning students who successfully completed their education, Reis (1997) interviewed the experiences of 12 successful college students with learning disabilities who graduated from a large urban university. The participants reported social problems, difficulty with teachers, and frustration with certain academic areas, sometimes resulting from the interaction of their high ability and learning disabilities. Participants however successfully integrated specific personality traits, special compensation strategies, and environmental modifications in the university setting.

### ADMINISTRATION OF AWH OF ASSOCIATION

The administrative office of the Association for Welfare of the Handicapped functions from 17/194'A', M' Square Complex, Pavamani Road, Calicut 673001. The administration of the AWH rests with the Executive Committee elected by the general body of the AWH. The following are the list of Executive Committee Members for the period 2008- 2011 duly approved by the District Registrar (G), Kozhikode.

Sri . N. T. Mohammed Ali	-	President
Sri Abdu Shukkoor T	-	Vice President
Dr. Aboobacker C. P.	-	Secretary
Sri V. K. Bava	-	Joint Secretary
Sri P. Ahmed Koya	-	Treasure
Sri K. P. Mohammed	-	Executive Committee Member
Sri Mohammed Zahir	-	Executive Committee Member
Sri Saidutty	-	Executive Committee Member
Sri Abdul Saleem	-	Executive Committee Member
Smt. K. M. Fariya	-	Executive Committee Member
Smt K Zeenath	-	Executive Committee Member

### ACHIEVEMENTS OF AWH OF ASSOCIATION

1. AWH is the only institution in the whole of India which has been working for the welfare of people with all kinds of disabilities as enunciated in Persons with Disabilities Act i.e., the blind, low vision, deaf, locomotor disability including cerebral palsy, leprosy cured, mentally retarded and mentally ill.
2. The Government of India conferred the National Award for the best Institution to the Association for Welfare of the handicapped for the year 2005.
3. The Rehabilitation Council of India awarded citation to the Association for Welfare of the Handicapped for 'Very Good' performance in the field of Special Education on 28.04.09.
4. The AWH College of Education, an Institution of the AWH was awarded a citation for 'Very Good' performance by the Rehabilitation Council of India.

**EDUCATIONAL INSTITUTIONS RUN BY AWH, CALICUT AT A GLANCE****EXHIBIT 1**

Sl. No.	Year of Starting	Name of the Institution	Courses Offered
1.	1973	Rahmania School for Handicapped, Calicut - 8	SSLC
2.	1978	Institute of Printing Technology, Calicut	Printing Technology
3.	1991	Rahmania Vocational Higher Secondary School for the Handicapped, Calicut - 8	Data Processing & Console Operations, Medical Lab Technician, maintenance & repairs of Radio -TV, mainten and repairs of two and three wheelers and physiotherapy.
4.	1992	Rahmania School for Mentally Handicapped, Calicut - 8	Pre-primary, Primary, Vocational, Secondary
5.	1992	Deaf School, Parappanangadi	X Standard
6.	1993	Primary School for the Deaf, Parappanangadi	Pre-Primary, Primary
7.	1993	Day Care Centre for the Mentally Retarded	Pre-Primary, Primary
8.	1993	Pre-primary School for Mentally Handicapped, Tirurangadi	Pre-Primary
9.	1993	AWH Development Centre, Calicut	Computer courses in PGDCA, DIT, GIT, MS Office, DTP and Tally
10.	1995	Jan Shikshan Sansthan/Institute of people's education, Malappuram, (Sponsored by the Ministry of Human Resources Development, Govt. of India, New Delhi)	Non formal education and Vocational training centre for adults
11.	1955	Kerala School for the Blind, Mankada, Malappuram (Taken over in 1995)	VII th Standard
12.	1996	AWH Model Residential School for Mentally Handicapped, Vengara, Malappuram	Pre-primary, Primary, Pre-vocational
13.	1996	AWH Special College, Kallai, Calicut	BPT, B Sc. (Comp. Science), BASLP, B. Sc., (Geology), B. Sc. (Genetics) B. Sc. (Electronics), MPT, MSW and MASLP
14.	1996	Awh College of Education, Calicut	B. Ed., (HI), B. Ed in Commerce, Social Science, Mathematics and Natural Science
15.	1996	AWH Institute for the Mentally Handicapped, Cheruvannur, Calicut	D. Ed. Special Education (MR)
16.	1997	AWH, Special School for Mentally Handicapped, Kottackal	Pre-Primary, Primary, Secondary, Pre-Vocational
17.	1997	AWH Special School for Hearing Impaired, Kottackal	IV Std
18.	1997	AWH School for Exceptional Children, Pattambi	Pre-primary, Primary
19.	1998	Rahmania Higher Secondary School for the Handicapped, Calicut -8	Plus Two
20.	1998	RSMH Teacher Training Institute, Calicut	D. Ed. Special Education (MR)
21.	1999	AWH Pre-primary Teachers Training Institute for the Young	DTY (HI)
22.	2000	Kerala School for the Deaf Blind, Mankada	Primary
23.	2001	AWH Engineering College, Kuttikattoor	IT, CS & E, ECE, EEE, CE, ME and MCA
24.	2005	AWH Polytechnic, Kuttikattoor	Tool & Die, EC, Medical Electronics and Mechanical Engineering
25.	2005	AWH Institute for Para Medical Courses, Kallai, Calicut	Diploma in Health Inspector Course
26.	2005	AWH College of Science and technology, Annakkara	BBA, B. Sc. (Comp. Science), B. Sc. Electronics
27.	2005	AWH Teacher Training institute, Calicut	TTC
28.	2005	AWH Special College, Payyannur	BASLP, B. Sc. (Psychology)
29.	2006	AWH Institute for Disability Management	DCBR
30.	2009	Jan Shikshan Sansthan, Kannur	Non Formal Education as Vocational Training Centre for Adults. Sponsored by the Ministry of Human Resource Development, Govt. of India.

**WORK OF AWH ASSOCIATION**

The Association for Welfare of the Handicapped has taken up the formidable task of providing free education, shelter, food, clothing, books, teaching aids etc to a very large number of children with disabilities, such as hearing impaired, visually impaired, mentally retarded, loco-motor handicapped, cerebral palsied, leprosy affected, children with autism, multiple disabilities etc.

The association has also undertaken to give specific medical attention, medicines etc. required for the handicapped children.

The number of handicapped persons who are now under our care are:

**EXHIBIT 2**

Hearing Impaired	2800
Visually Handicapped	210
Mentally Handicapped	1700
Physically Handicapped	1420
Deaf Blind	47
Total	6177

**DEVELOPMENT AND EMPOWERMENT PROGRAMMES TO DISABILITIES FOR HIGHER EDUCATION**

The AWH has set up a number of institutions of higher education, special education, para -medical courses, arts and science colleges, college of education and teacher training schools for the disabled etc. The institution has also been implementing various schemes of the Govt. of India, the State Government and various other organizations.

**SPECIAL EDUCATION**

1. Rahmania School for the Handicapped, Calicut - 8
2. Rahmania Vocational Higher Secondary School, Calicut - 8.
3. Rahmania Higher Secondary School for Handicapped, Calicut - 8.
4. Rahmania School for Mentally Handicapped, Calicut - 8.
5. Deaf School, Parappanangadi., Malappuram Dist.

6. AWH Special School for the Hearing Impaired, Kottackal, Malappuram Dist.
7. AWH Special School for Mentally Retarded, Kottackal, Malappuram Dist.
8. AWH Model Residential School for Mentally Retarded, Vengara, Malappuram Dist.
9. AWH School for Exceptional Children, Pattambi, Palakkad Dist.
10. Kerala School for the Blind, Mankada, Malappuram Dist.
11. Kerala School for the Deaf Blind, Mankada, Malappuram Dist.
12. Buds School for the Hearing Impaired, Nilambur, Malappuram Dist.

### MEDICAL INTERVENTION PROGRAMMES

1. Artificial Limb Centre, Calicut.
2. Audiology Centres at Calicut and Kottackal.
3. AWH Centre of Speech and Hearing at Special College, Kallai, Calicut.
4. Early Intervention Unit for Mentally Retarded at Rahmania School for the Mentally Handicapped, Calicut.
5. AWH Leprosy Eradication Programme at Kondotty, Malappuram.
6. Medical camps at regular intervals at different localities of Kozhikode, Malappuram, Kannur, Palghat and Kasargod districts.
7. The AWH maintains an ambulance van for the benefit of sick people at Calicut
8. Mobile Medicare Centre for the Aged functions in Mathottam, Marad, Kallai and Kundungal.
9. Child Guidance Clinics.
10. Mental Health Centres to provide psychiatric treatment to persons with mental disorders.
11. Free Distribution of Aids and Appliances to persons with disabilities. AWH is the agency chosen by the Ministry of Social Justice and Empowerment Govt. of India for free distribution of aids and appliances to the disabled.
12. Runs five physiotherapy centres in different locations.
13. The AWH has a fully equipped full-fledged pathological laboratory.
14. MNGO Project: The Government of India has selected the AWH as the Mother NGO in Kozhikode district to work in health and family welfare related programmes.
15. PSH Project, Tirur: The Kerala State AIDS Control Society has entrusted AWH to runs PSH (partnership in sexual health) project in Tirur, Tanur and Parappanangadi of Malappuram Districts.

### VOCATIONAL TRAINING AND ECONOMIC REHABILITATION PROGRAMMES

1. Vocational Training is imparted for Mentally Retarded children who are above 18 years at Rahmania School for Mentally Handicapped, Calicut.
2. The AWH Development Centre at Calicut imparts Computer Education, Audiology Training Course, and Medical Lab Technician's Course for the disabled.
3. Institute of printing Technology imparts two years training to disabled children and children belonging to scheduled tribes..
4. IPT Press functions as a lab for the Institute of Printing Technology and as a production centre.
5. Jan Shikshan Sansthan, Calicut: The institution aided by the Ministry of Human Resources Development, Govt. of India is functioning under the aegis of the AWH, Calicut since 1995. Its activities include vocational training, literacy programmes etc.
6. Self Employment Programme with the help of REHASWISS of Switzerland aims at providing self employment opportunities by providing financial assistance for the disabled.
7. Jan Shikshan Sansthan, Kannur, sponsored by Ministry of Human Resources Development, Gol, is functioning under the aegis of the AWH, Calicut, since March 2009.

### COMMUNITY BASED REHABILITATION PROJECTS (CBR PROJECTS)

The AWH has three CBR projects the first one at Parappanangadi, Malappuram (SESHY) started in 1992 with the assistance of ACTION AID international. Since 2002 the project is run by AWH out of its own resources. The project addresses the problems of all types of disabilities, such as speech and hearing disability, visual impairment, mental retardation, epilepsy, cerebral palsy, locomotor disability etc

The second CBR project is at Mankada aided by the CAPART, Ministry of Rural Development, GOI. The project is for ensuring participation of disabled people in planning and implementing welfare programmes for disabled people.

The Third CBR project is run in Perinthalmanna Block of Malappuram Dist. This is a disability welfare project.

### PROJECTS OF HIGHER EDUCATION AND TECHNICAL EDUCATION

The Institution has started various projects for human resources development in disability management. The AWH has also set up institutions of higher education and technical education.

1. AWH Special College, Kallai: Imparts job oriented courses like BASLP, BPT, B. Sc. (Computer Science), B. Sc. (Genetics), B. Sc. (Electronics), B. Sc. (Geology) etc and Higher Education MSW and MPT and MASLP Affiliated to Calicut University.
2. AWH College of Education Cheruvannoor, Feroke, Calicut: Imparts B. Ed. in various subjects including B Ed. (Hearing Impaired) which is recognized by Rehabilitation Council of India and affiliated to Calicut University.
3. AWH Institute for the Mentally Handicapped, Cheruvannoor, Calicut: The institute provides two year Diploma course in Special Education for the Mentally Retarded – Diploma in Special Education (MR) D Ed. SE (MR)
4. RSMH Teacher Training Institute, Calicut - 673008: Offers D Ed. (MR) Course.
5. AWH Pre-primary Teachers Training Institute, Calicut, for the young deaf: The first of its kind in India, the institute offers one year Diploma Course DTY (HI) to the pre-primary teachers in teaching young deaf.
6. The AWH is conducting B. Ed (HI & MR) courses of Madhya Pradesh Bhoj University and I G N O U.
7. AWH Al Badar Special College, Payannur: The College offers 1. Four year BASLP (Speech, language and pathology) and 2. Three year B. Sc. (Psychology).
8. AWH Institute for Disability Welfare Management: Conducts DCBR Course (One year) with approval from RCI, New Delhi.
9. AWH Institute of Para Medical Courses, Calicut offers Diploma in Health Inspector Course.
10. AWH Teacher Training Institute, Calicut offers Teachers Training Course (TTC).
11. AWH Polytechnic, Kuttikattur, Calicut approved by the AICTE offers Diploma Courses in Tool & Die Making. Medical Electronics, Electronics and Communication and Mechanical Engineering.
12. AWH College of Science and Technology, Annakkara, Palghat Dist. Affiliated to Calicut University offers BBA, B. Sc. (Com. Sc.), B. Sc. (Electronics).
13. AWH Engineering College, Kuttikattur, Calicut, affiliated to Calicut University, offers B. Tech in Civil Engineering, Electronics and Communication Engineering, Mechanical Engineering, Electrical and Electronics Engineering, Information Technology and Master of Computer Applications (MCA).

### PROGRAMMES FOR WOMEN & CHILDREN

In addition to the above, the AWH is running a number of programmes for the benefit of women, children and the aged. Some such programmes are

1. Day Care Centre for the aged, Calicut.

2. Mobile Medicare Centre for the aged, Calicut.
3. Free Birds: Centre for welfare of street children in Calicut.
4. DREAMS: Street Children project, Kannur.
5. Childlines at Calicut and Kannur a 24 hr free phone (No. 1098) emergency outreach service for children in need of care and protection.
6. AWH Food for Child: Launched in December, 2008. The programme aims at providing atleast one time meal to the hungry children.
7. Old Age Home, Calicut.

### DISABILITY MANAGEMENT

The AWH has taken various measures to effectively communicate and disseminate information on disability management using latest technologies. Some of the important programmes of the AWH are as per following:

1. AWH Education and Resource Centre: Extending service in the field of special education for disabled children. Parents are given guidance and advice in the management and integration of disabled children.
2. AWH Chronicle and SESHY edited and published by AWH aim at authentic dissemination of knowledge and information on disability management.
3. MODEX: The AWH maintains Exhibition Unit on management of disability to create awareness among general public and parents.
4. Parent Education: Conducts regular programmes for the education of parents in all the special education institutions.
5. Celebration of important days: Celebrates important days with special programmes for the disabled and needy sections of the society like World Disabled Day, White Cane Day, World Health Day, Independence Day, Republic Day, International Women's Day etc.
6. Neighbourhood Schemes: The AWH has volunteered to set up special education and other disability management schemes in the neighbourhood of Seshy Project with the cooperation of local population.

### CONCLUSION

The AWH Association to facilitate rehabilitation of people with all kinds of disabilities, advocate and promote equality in all spheres of life through education. Communication, training and gainful employment. The AWH shall also work for the welfare, development and empowerment of women, children and other needy sections of the Society.

The AWH has vision that the differently abled and the other disadvantaged population of the society are also equal members of the fraternal society and have equal right to lead dignified lives through equal access to education, health care, housing and gainful economic activities. In this way AWH Associations Role his very much appreciated.

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