



BAMANPUKUR HUMAYUN KABIR MAHAVIDYALAYA

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Affiliated to West Bengal State University and sanctioned under 2(f) and 12(B) of the UGC Act.
Estd. – 2007 (NAAC ACCREDITED)

REPORT OF ANTI -RAGGING AND EQUAL OPPORTUNITY CELL FOR DIVYANGAN STUDENTS

On

LAYOUT AND RESTRUCTURING OF INFRASTRUCTURE FOLLOWING DIVYANGA-FRIENDLY DESIGN



REPORTED BY – SUMITA CHATTERJEE

CONVENOR

EQUAL OPPORTUNITY CELL

MEMBERS

PROF MD NASIRUDDIN MONDAL

PROF REZAUL MOLLA

PROF SUDIPTA CHOWDHURY

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FORWARD



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It is a good scope for me to forward a report of the Equal Opportunity Cell of the College regarding the scopes, outcome and the way forward for the recommendations prepared by the cell with the help of competent consultant to reorient the existing structure of the College within the capacity and time frame. It is also a lesson to understand the necessity of universal structure particularly for the students those who are challenged from different grounds. One thing must be kept in mind that divyanga students and staff can do all task if equal opportunity is actually extended. This is also their right. The equal opportunity cell of our college has actually done a good job by finding out the scopes for the divyanga students and staff which require to be updated soon. I, on this occasion, convey thank to the cell and also the consultant for presenting such an elaborate report on restructuring the facilities with a view with equal opportunity.

Mahavir Jayanti

3rd April, 2023

Dr. S. Biswas

Principal

INTRODUCTION

SUMITA CHATTERJEE
Convenor, Equal Opportunity Cell, BHKM

Every person experiences physical disability at some point in their life. Whether it is a child, a person with a broken leg, a parent with a pram, or an elderly person, disability is a part of life and nobody can claim to be omnipotent. Differences in physical abilities or limitations may not be constant and can change according to factors such as health conditions and age. Hence, “one size fits all” or even “one size fits one” does not apply to any human being living in the World.

As far as the built-up environment is concerned, it is important that it should be barrier-free and adapted to fulfill the needs of all people equally. As a matter of fact, the needs of the disabled coincide with the needs of the majority, and all people are at ease with them. As such, planning for the majority implies planning for people with varying abilities and disabilities. This is known as inclusive design or universally accessible design.

Accessible design is a design process in which the needs of people with disabilities are specifically considered. Priority should be given to make the built environment comfortable and convenient for people who do not fall in the category of average/abled human being. The goal of barrier-free design is to provide an environment that supports independent functioning of individuals so that they can participate in all activities without assistance. Barrier free design is a component of Universal design, which aims to make built structure/space/environment accessible to disabled by eliminating the various types of barriers and hindrances that deter physically limited persons (of various kinds) from having access to and free mobility in and around a building, structure, or improved area.

People with disability, temporary or permanent should get equal opportunities in higher education in order to take an active part in the national development programs while leading a life with dignity and self-reliance. To achieve this, an individual with a disability should be able to commute between home, university/college, work and other destinations. It is also intrinsically important to design the classrooms, library, wash-rooms, canteen, hostels and other public spaces etc. to make the movement easy.



Universal design and accessible design seek to increase learning access and reduce barriers for students to engage equitably in the educational process. Importantly, it does not negate the need for learning accommodations, which are modifications or adjustments made for an individual with a disability on an as-needed basis. Steps should be taken according to the scenario and requirements specific to the institution and the People involved. When implemented effectively, universally designed learning environments provide full access to every learner, including those with varying language skills, diverse backgrounds, and hidden or visible disabilities. Most of the recommended measures have been tested in developed and developing countries, and while some have proven to be effective, the outcome of others is still unknown as the local conditions; resources and needs must be taken into account while developing accessible environment. Practical advice from technical, legal, building by-laws, professional and academic institutions as well as individuals with disabilities are also important in shaping the final form of an accessible campus.



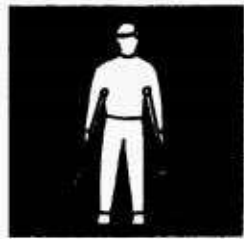
Meeting between the Consultant Sruti Kana Saha, Architect and Convenor of Equal Opportunity cell Prof Sumita Chatterjee

Various types of disabilities addressed in the task.

Various types of disabilities are considered while designing, for barrier free built environment. They can be broadly classified under four categories:



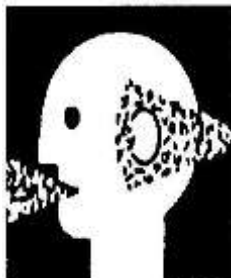
A. **Non - Ambulatory** - Impairments that, regardless of cause or manifestation, for all practical purposes, confine individuals to wheel & chairs. Persons restricted on wheel chair should use the facilities within the built environment alone without a helper's assistance.



B. **Semi - Ambulatory** - Impairments that cause individuals to walk with difficulty or insecurity. Individuals using braces or crutches, amputees, arthritics, spastics & those with pulmonary & cardiac ills may be semi-ambulatory. Persons in this category may use walking aids such as crutches or canes, who are amputees, who have chest ailments or heart disease.



C. **Sight disabilities** - Total blindness or impairments affecting sight to the extent that the individual functioning in public areas is insecure or exposed to danger. Visually impaired persons make use of other senses such as hearing or touch to compensate for the lack of vision. It is necessary to give instructions accessible through the sense of touch (hands, fingers or legs) or sound.



D. **Hearing disabilities** - Deafness or hearing handicaps that might make an individual insecure in public areas because he is unable to communicate or hear warning signals. They generally use their sight to gather information in public places.

Accessible designs compiled in this document are to provide a barrier-free environment for the independence, convenience and safety of all persons, especially for people with disabilities. The target group is composed of six major categories:

1. Person with permanent disability
2. Person with temporary disability
3. Elderly Person
4. Person with special medical condition (e.g. pregnancy)
5. Person with Illness
6. Person with Injury

HOPE FOR A BETTER TOMMOROW

SUMITA CHATTERJEE
Convenor, Equal Opportunity Cell, BHKM

1. Access Route

The aim should be to ensure proper access for all people, with or without disabilities to approach, enter or leave a building independently, to reach and use its facilities, such as foyers, , toilets, offices, classrooms, etc. without undue difficulty for barrier free circulation in *same level*.

a) Adequate space

Minimum space requirement is suggested, based on standards, taken from anthropometric measurements and dimensions of mobility devices. This is particularly important for persons with ambulatory difficulties, I.e. for a person using - wheelchair /crutches /walkers /assistance of another person.

- i. minimum width of passage - 900mm
- ii. minimum width of entry/exit (and doors) - 900mm, minimum effective clear width
- iii. minimum width for turning/ critical locations - 2000mm
- iv. minimum width for corridor - 2000mm

b) Free from barriers/ obstacles

Such access shall be free from protrusion hazards, steps, kerbs other than dropped kerbs, steep ramps, or other form of barrier which will prevent access by persons with a disability.

c) Surface / floormaterial

Finishes of floor surface shall be firm and non slippery/

d) Tactile guiding path / guiding blocks / guiding or warning floor material

Use of guiding blocks for persons with impaired vision to guide them within the buildings and facilities and outside the building.

The access routes and corridors in the building are wide enough, with non slippery floor material and almost free from permanent obstructions, for convenient circulation. Few observations to further improve the access routes:



Corridors free from temporary storage at all times.

Leveling of corridor in places with unnecessary kerb.

i.

Image 1 Corridor



Minimum width of 900mm.

ii.

Image 2 Library

- iii. Tactile/ Guiding blocks can be provided for visually impaired persons.
- a) In front of counters and entrance.
 - b) Immediately in front of an entrance/exit to and from a staircase or multilevel crossing facility.
 - c) In front of Toilets.

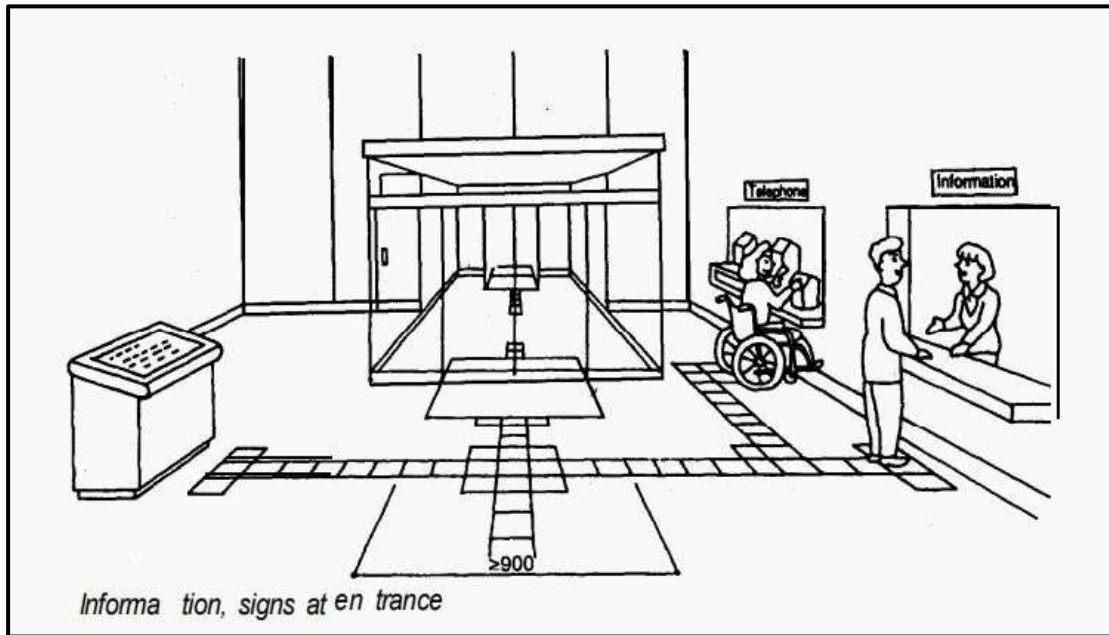


Figure 1 Reference image for placing Guiding blocks at the entrance

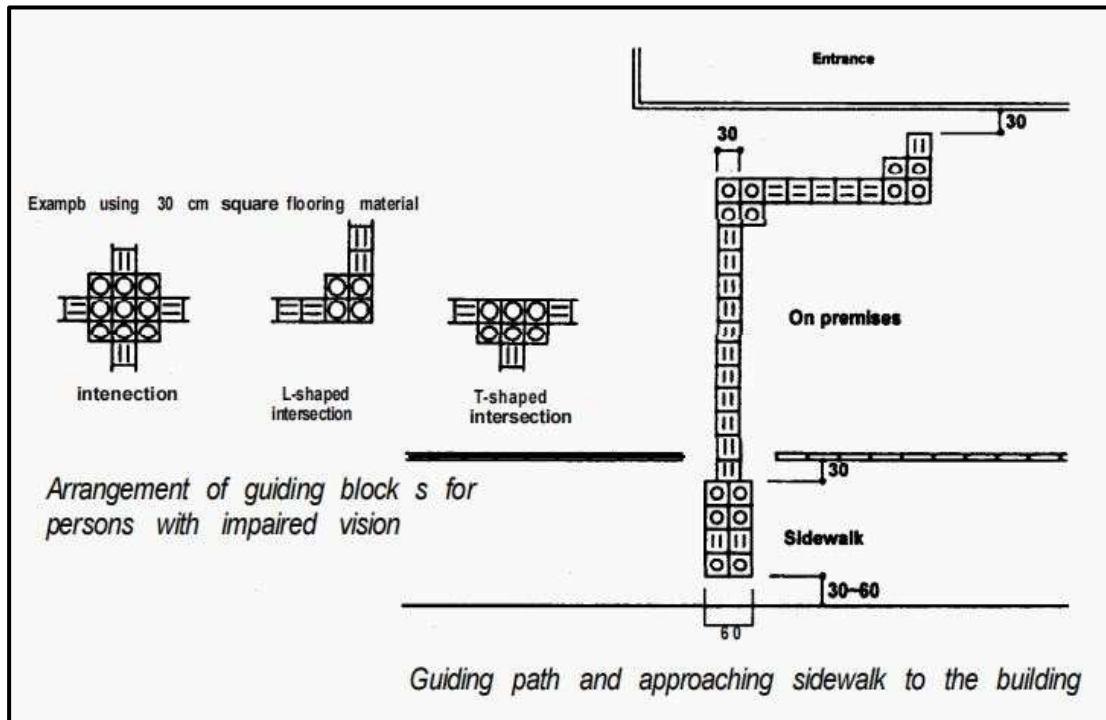


Figure 2 Reference plan for placing Guiding blocks at the entrance

3 different types of guiding blocks:

Directional Tile/Block - This has parallel raised bars for guiding the users along an intended safe path.

Hazard Warning Tile/Block - This has raised big dots (35mm in diameter) arranged in square grid parallel to the sides of the slab for indication of potential hazards ahead. This type of tile/block could be used alone to form tactile warning strips at the top and bottom ends of staircase or ramps, and at dropped kerb.

Positional Tile/Block - This has raised small dots (23mm in diameter) placed in staggered positions for indication of possible change in walking directions.

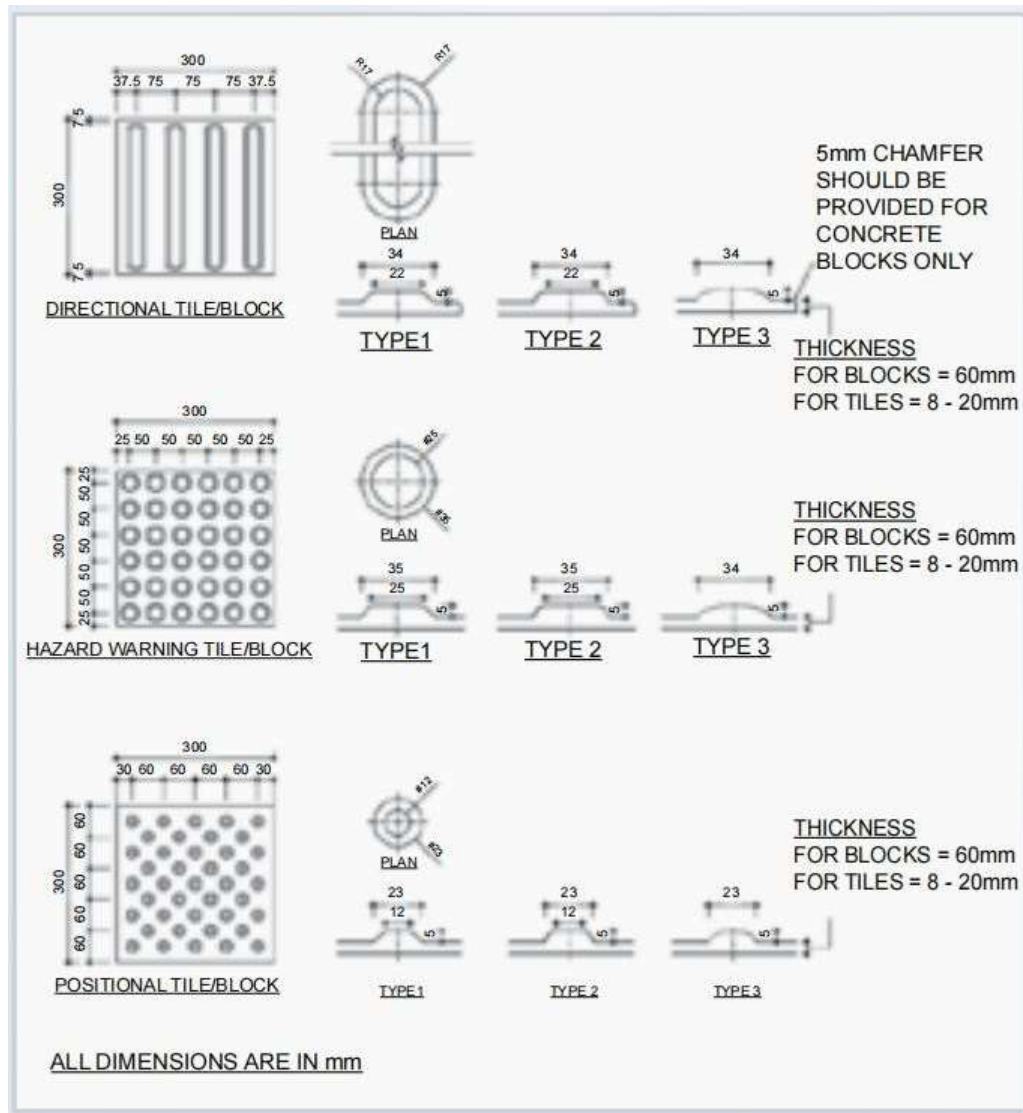


Figure 3 - Three main types of guiding blocks

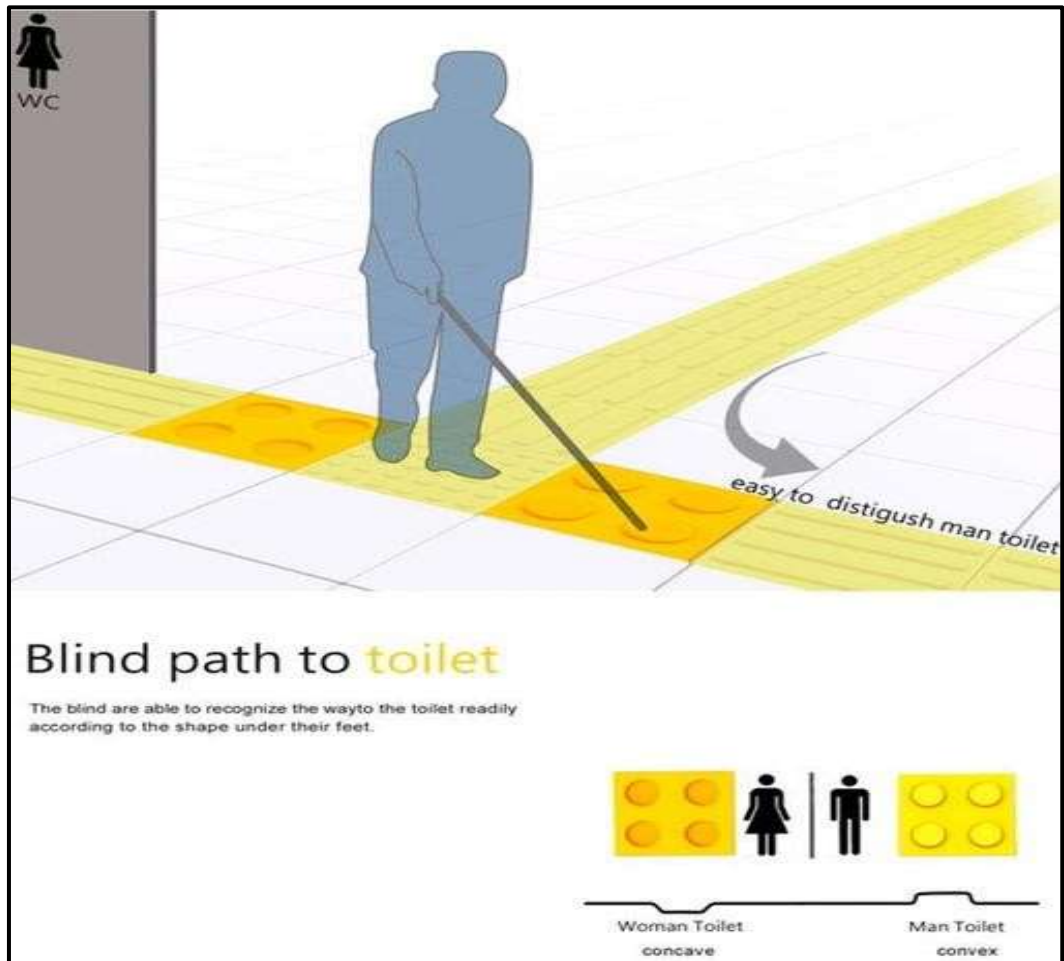


Figure 4 Reference image for guiding block in front of toilets

2. Ramp

Ramp is a sloping walkway leading from one level to another. Ramp is needed for barrier free circulation when *changing levels*. Where there is a change in level, the provision of a ramp is an effective method to ensure largely independent accessibility for persons with a disability and the elderly.

Points to consider when designing ramp:

- a) Minimum width of ramp - 1800mm
- b) Slope of climbing

The preferred slope of ramps in educational institutes is 5% (1:20) and the maximum acceptable slope is not less than 8% (1: 12). The more gradual the slope of the ramp (i.e. the less steep it is) the more easily persons can use it without assistance. Therefore, slope with the ratio of 1:20 (5%) to 1:15 (6.7%) is preferred. It can take much energy to get up ramp with steep gradient, which also makes speed control difficult when going down.

Steep inclines can put a wheelchair in danger of tipping backwards or forwards as many users cannot lean or adjust their balance to accommodate gradient.

- c) Handrails

A ramp should have handrails on both sides so that it can be used in both directions by people with a mobility problem on one side such as may be the case for stroke sufferers

- i. Approach to plinth level

Every building should have at least one entrance accessible to the handicapped and shall be indicated by proper signage. This entrance shall be approached through a ramp together with the stepped entry. Ramp is already provided in approaching the plinth level from ground level. However the slope of the ramp should be adjusted to 1:12 for convenient movement. Hand rails are also to be added on both sides of the ramp.

Suggesting to change the location of the ramp as a much greater length is required for the ramp for 1:12 gradient.



Image 3- Entrance - Approach to plinth level

Details of Ramp:

- Ramp width - minimum 1800mm, clear (to be measured after width of collapsible gate when fully opened)
- Ramp slope - 1:12; therefore, for a change in level of 600mm (plinth height), ramp length should be 7200mm.
- Ramp Hand rail -
 - Continuous handrails should be provided on both sides of stairs and ramps (except for doorways) and around landings.
 - Handrail should be mounted at a height of 800 and 900mm.
 - Minimum gap from the adjacent wall to the hand rail shall be 50 mm.
 - Handrails should extend a minimum distance of 0.30 m beyond the top and bottom of the ramp.
 - Handrails of ramp should be tubular or oval in section; sharp edges should be avoided.
 - Handrails diameter should be 30 mm to 40mm.
 - A colored textural indication of width 0.60m at the top and bottom of the ramp should be placed to alert sightless people as to the location of the ramp.

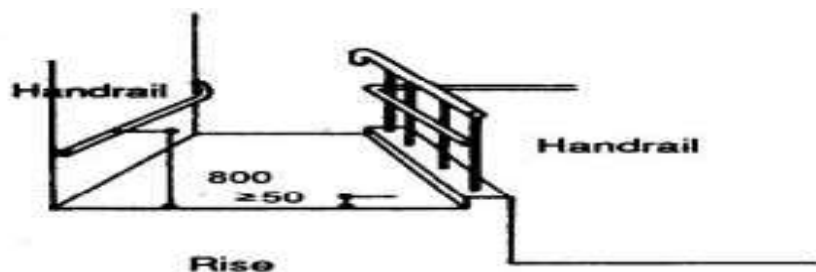
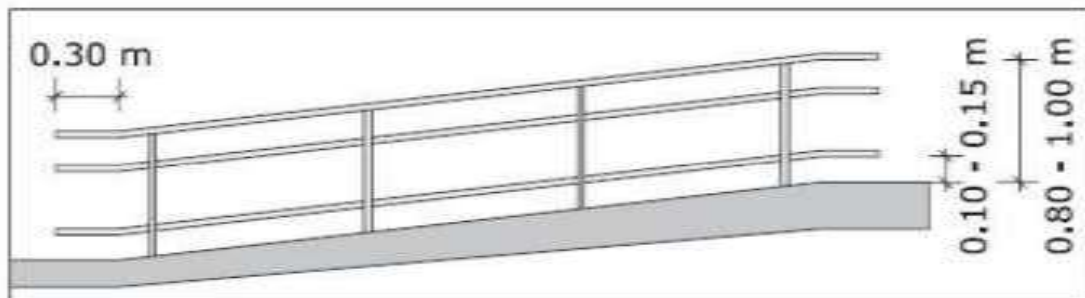


Figure 5 Detailing and Dimensions for Ramp Handrail



Similar ramp requirement suggested for the entrance to the infirmary.

Image 4 Entrance to Proposed Infirmary

ii. Changing level from one floor to another

Lifts are the most common solution for vertical circulation between different floors in public buildings, even though, they too have drawbacks. They may be out of order for maintenance and fixing, and may not be suitable for use in case of emergencies. The use of ramped pathway to move from one floor to another requires a very large of space due to the length that needs to be achieved. The floor height is approximately 3.6 m, hence the length of ramp required will be 43.2m, excluding the mid landings. The space, as shown in the photograph, which is possible to allocate for the ramp, is not adequate for the length required, I.e. 43.2m. Therefore, provision of ramp may not be possible.



Image 5 Space that can be allocated for Ramp (Including Staircase block)

iii. Ramped access to Counters

As the counters are each for different purposes, all of them need to be accessible.



Ramp of slope 1:10 to reach the counters.

Image 6 Counters near the entrance

3. Stairs

The careful design of steps and stairs is important for all users, and particularly important for the safety of people with visual impairments and mobility problems, and elderly people.

The steps and staircase of the building complies to most of the design standards required for safe vertical circulation.

Few changes can be suggested:

- i. Tread nosing should be clearly marked with either a brightly painted non-slip finish or include an integrated non-slip nosing that clearly contrasts in color from the tread.

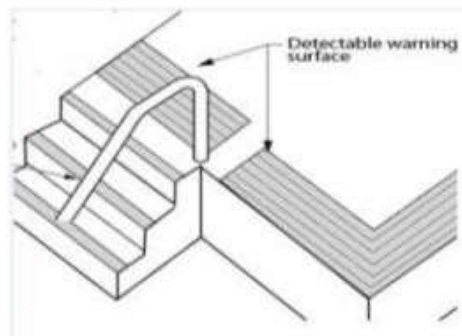
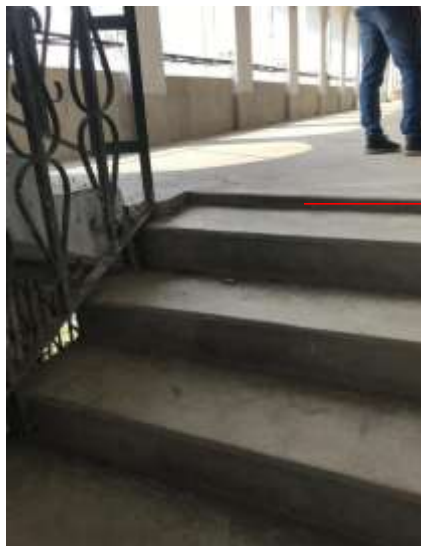


Figure 6 Reference for Tread nosing marking

- ii. Provision of tactile marking strips should be provided at top and beginning of stairs to orient people with visual disability Color texture tactile marking width should be 0.60 m and color contrast with surroundings. (Refer - Tactile marking/guiding blocks)
- iii. All steps in one flight should be uniform.



Abrupt changes in height should be avoided at all places, including the staircase. As humans perceive the World from a greater height, there can be false identification of the levels, leading to misstep and accident.

Image 7 Abrupt level difference in Staircase

Since provision of Lift/Ramp is not possible in this building, staircase must be specially considered to provide maximum convenience for vertical circulation.

4. Reach

The range of reach (forward and side; with or without obstruction) of a person in a wheelchair should be taken into consideration. Attention should be given to dimensions of wheelchairs used locally. Standard size of wheel chair has been taken as 1050mm x 750mm (as per ISI).

a) Counters

To make a counter easily accessible for a wheel chair user, allow a space about 700mm high and 350mm deep under the counter.

b) Water Fountains (drinking)

Allow sufficient space around the water fountain to make it easily accessible for wheel chair users. Depending on the type of water fountain allow a space about 700mm high and 350 mm deep under the fountain.

c) Vending Machines

The coin slot must be located at a height of 1200 mm or less.

- i. Counters near the entrance can be reduced to 700m height from ground level and 350mm clear space to be kept under the counter.



Image 8- Counters with NTS rooms near the entrance

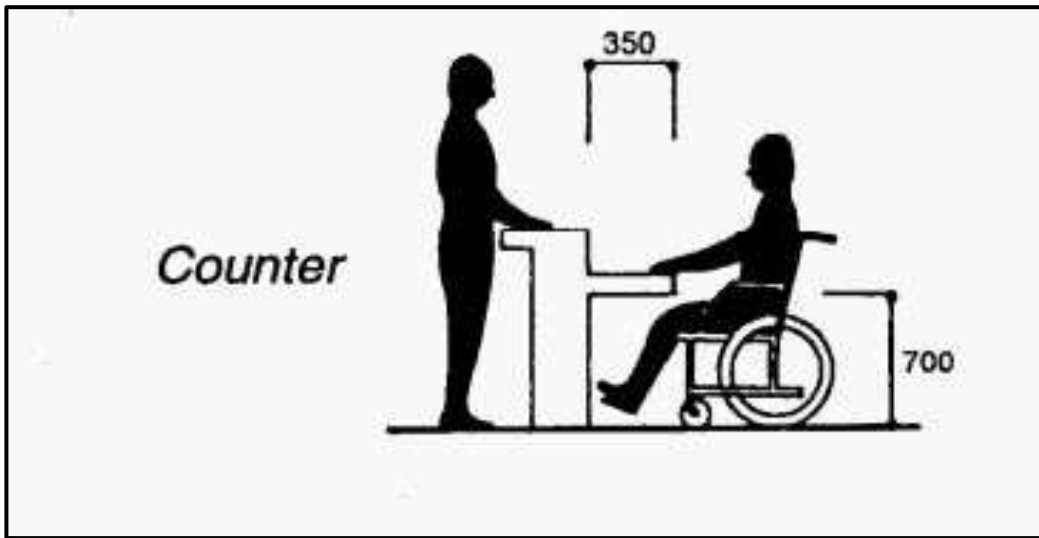


Figure 7 Dimensions for accessible counter



Figure 8 Librarian's desk

- i. Every drinking water area has one tap at a lower level, but the height needs to be adjusted at 700mm from floor . Allow a space of about 350mm under the tap/basin for it to be accessible by wheel chair. The bottom part of the tap should be leveled with the floor.



This part should be leveled with the floor./ uniform with floor level.

Image 9 Provision for Accessible drinking water tap

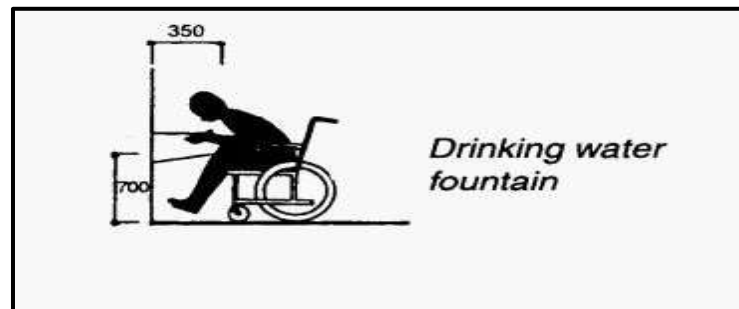


Figure 9 Dimensions for accessible drinking water tap

- ii. Vending Machine where present, with coin slot at 1200mm from floor level.

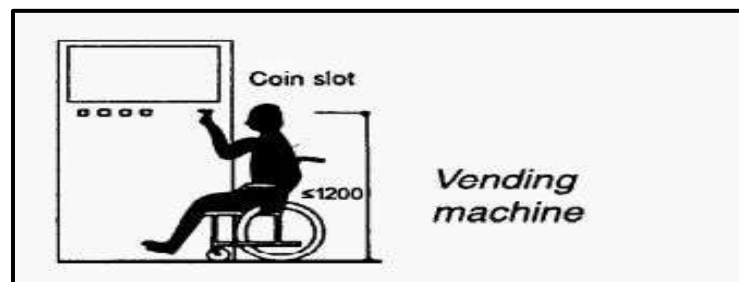




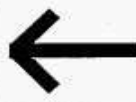
Figure 10 Dimensions for accessible Vending machine

5. Signages


The main purpose of signs should be to provide a clear designation of places, warnings and routing information. A person in a wheel chair is less than 1200 mm high. A person who is partially sighted needs contrasting texture alongside walkways and audible signs for dangerous areas. Whereas an audible sign is not useful for a person with hearing disability. All these must be considered when putting signages in Public spaces. Signs should be useful to everyone, easily seen from eye level, readable by moving the fingers and well lighted for night time identification. It should use easily understandable symbols and language, if required, multiple languages.

- a) Signages in general
 - i. Signs shall indicate the direction and name of the accessible facility and incorporate the symbol of access.
 - ii. The information board/ signages should be made easily readable by using sufficiently large text size, distinct contrast and illumination.
 - iii. Simple symbols and contrasting colors which are universally recognized should be used, e.g. green for safety or go, yellow or amber for risk or caution, and red for danger.
 - iv. If relevant, signages/ information boards in different languages.



Direction Identification



theater

Information

'HEIGHT' OF LETTER FOR VARYING VIEWING DISTANCE

Required viewing distance (M)	Minimum height of letters (MM)
2	6
3	12
6	20
8	25
12	40
15	50
25	80
35	100
40	130
50	150

HEIGHT OF SYMBOL OF ACCESS FOR VARYING VIEWING DISTANCE

Required viewing distance (M)	Minimum size of symbol (MM)
0.7	60x60
7.18	110x110
	Min. 200 x 200
	Max. 450 x 450

Figure 11 Signage design guidelines

- b) For persons with impaired vision
 - i. Signs should be in contrasting colors and preferably be embossed in distinct relief to allow visually impaired persons to obtain the information they contain by touching them.
 - ii. Information board in Braille
 - iii. Audible signages (especially in case of warnings/emergencies)

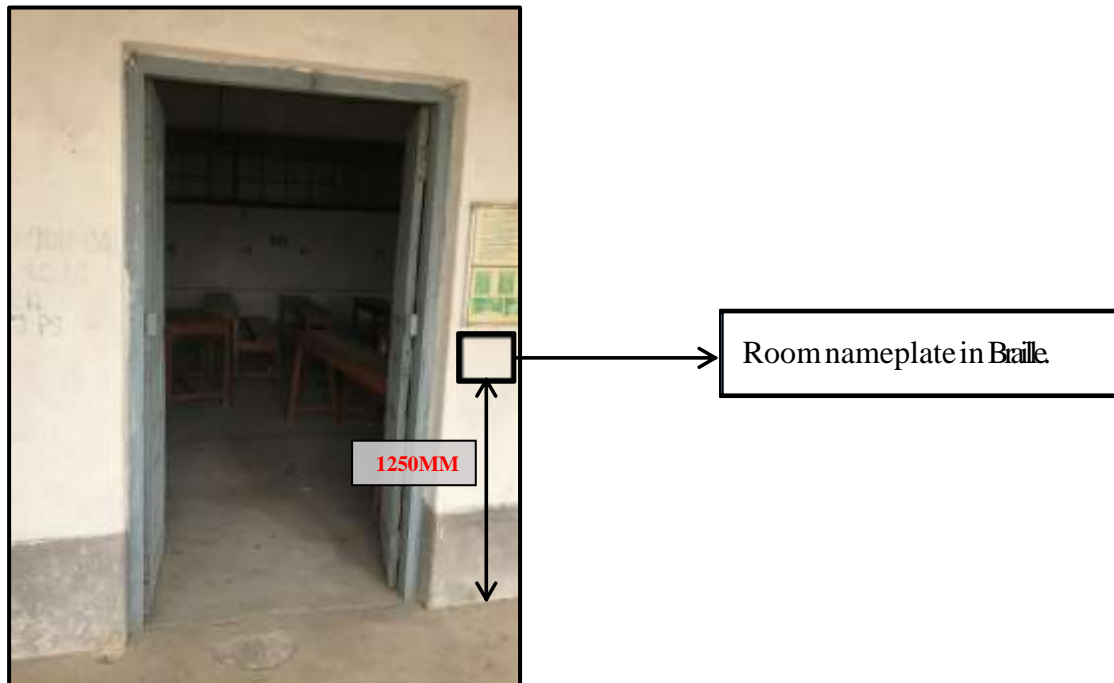


Figure 12 Reference images for Room nameplate in Braille

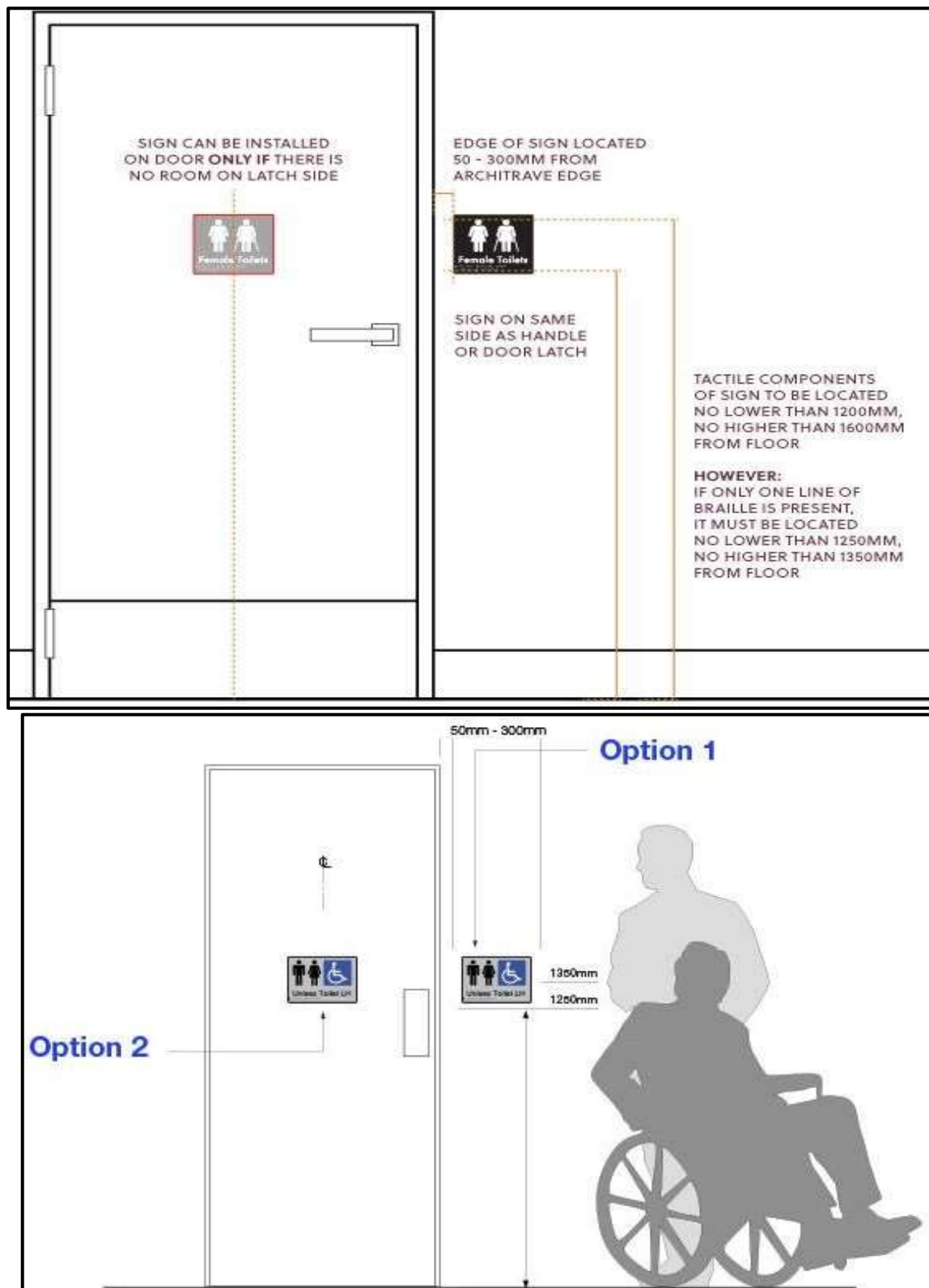


Figure 13 Two options of placing signages for Toilets/ WCs

- c) For persons with impaired hearing
 - i. Illuminated signages - Flickering/ changing colors - in case of emergencies, as audible signages are not useful and they may be unable to hear warnings and announcements.

6. Hand Rails/ Grab bars

Installation of handrail is required to support the body weight at the critical places e.g. Staircase, toilet, ramp, passage with a change of level (at a height of 800-850 mm).

To summarize:

- a) Handrail on both sides of ramp.
- b) Grab bars in Toilet for persons with disability
- c) Extension of handrail on the flat landing at the top and bottom of the stairs/ramp (300mm).
- d) Grab bars in critical places/ Long corridors.

(Discussed in detail under other subheadings.)

7. Classrooms / Lecture Halls / Library / Study areas

The aim is to provide wheelchair accessible classrooms with appropriate height of desk along with utilization area for people with mobility problems.

- i. Assembly space - Seating space shall be set aside for those in wheelchairs who must remain in their wheelchairs and cannot transfer to the regular seating. The number of level floor spaces of at least 36" [92 cm] in width and 4'-4" [132 cm] in length to be provided shall be as follows:

Capacity of assembly space	Minimum number of seating spaces
0-75	2
75-300	3
over 300	3 + 1 for each add'l. 100

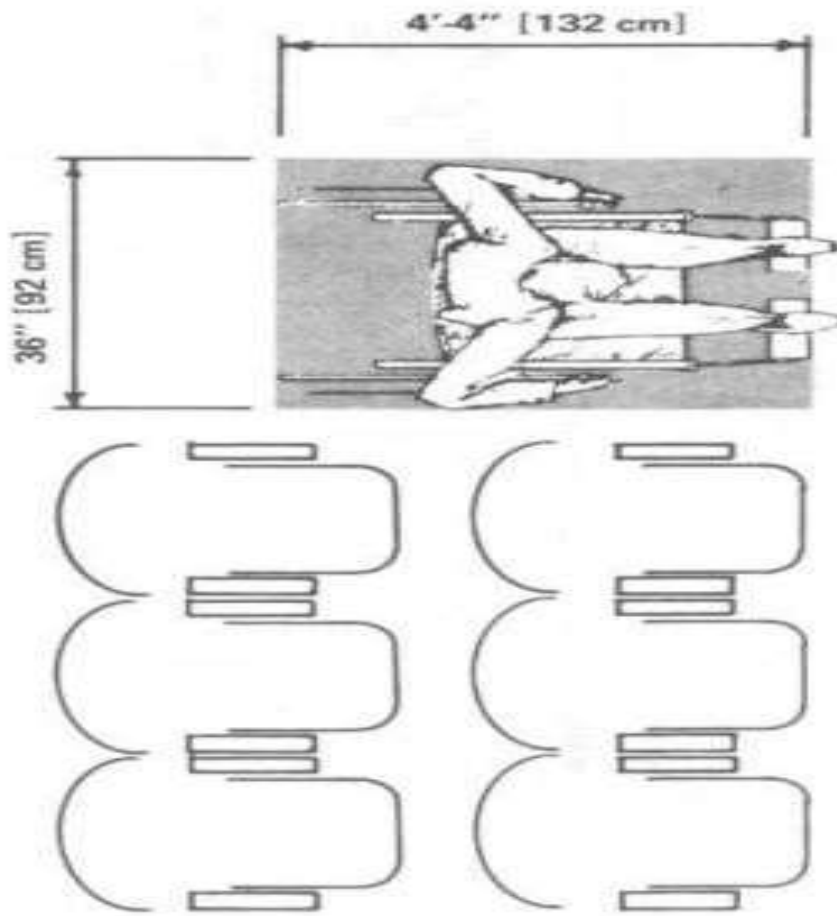


Figure 14 Accessible seating arrangements without desk facilities (Assembly/Seminar room/etc.)

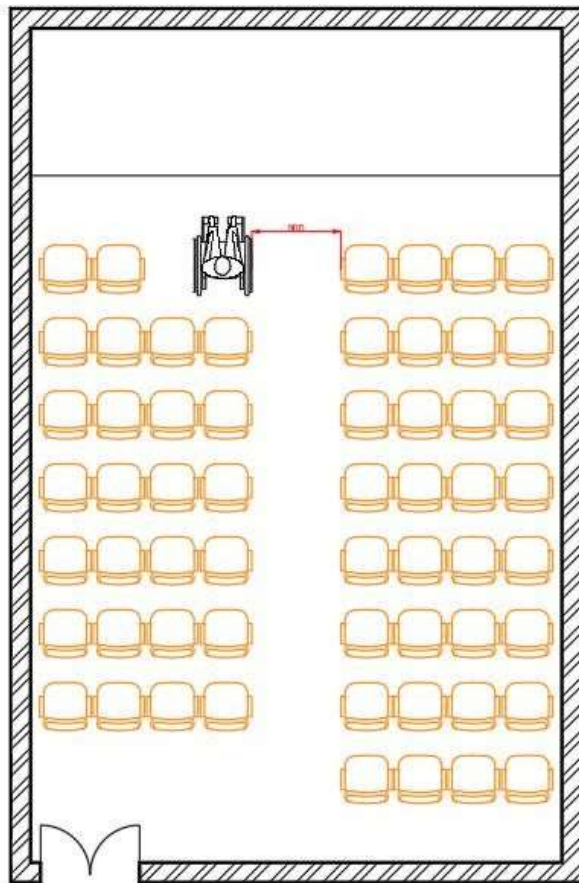


Figure 15 Seating Arrangement for Seminar room

- ii. Lecture Hall - Lecture halls providing fixed seating and desk facilities shall provide spaces of level floor area of at least 36" [92 cm] in width and 4'-4" [132 cm] in length. Desk space provided in this area shall have a knee clearance of at least 32" [81.3 cm] in width and a height of 27/2" [69.8 cm]. (See Fig. 4.) The number of desk spaces and accompanying level floor areas shall be provided as follows:

Lecture hall capacity	Minimum number of spaces provided
0-50	2
50-100	3
101-200	4
over 200	4 + 1 for each odd'll 100

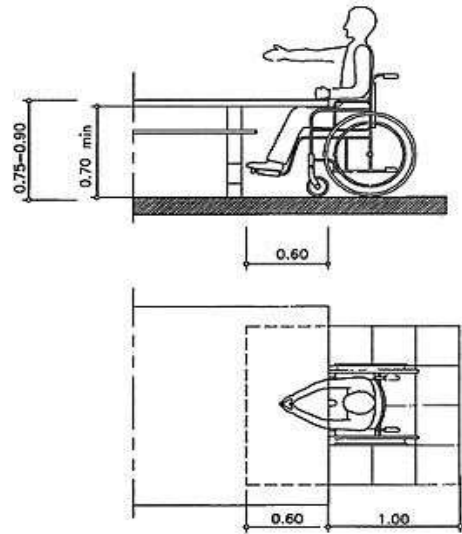


Figure 16 Accessible Seating Arrangement with desk facilities

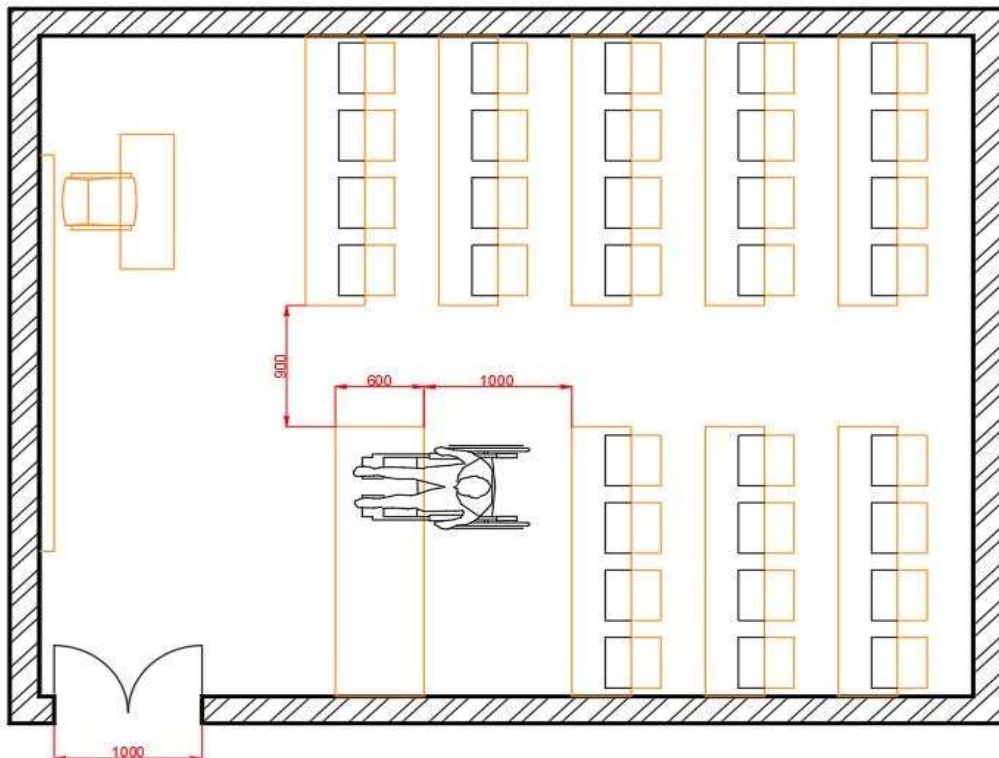


Figure 17-Classroom layout with dimensions of minimum space allocation for accessible seating

- iii. Door width – Door width should be minimum 0.90 m for convenient entry for persons using wheelchair.
- iv. Accessible seating should be in the front row.
- v. Table Height - Tables must be between 0.7 m and 0.8 m high with at least 0.6 m of knee clearance.
- vi. Desk clear floor space: If provided, desks and writing tables need to have a 0.7 m by 1.2 m clear floor space that extends 0.48 m under the desk and any fixed seat needs to be removable.

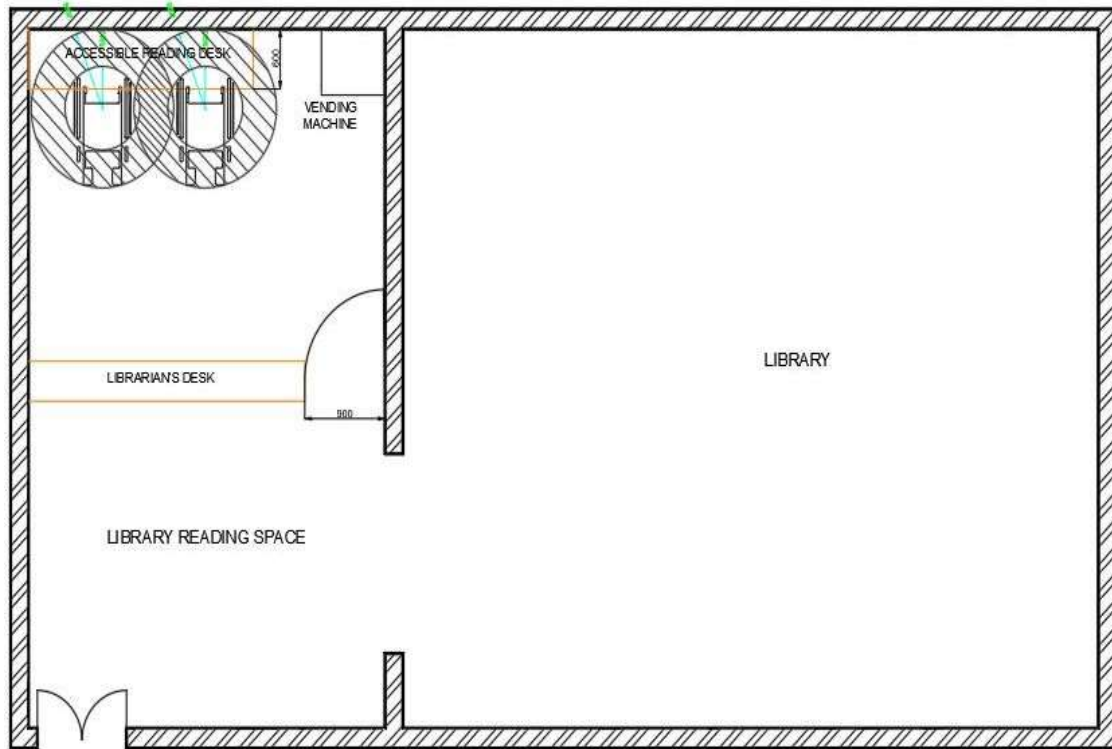
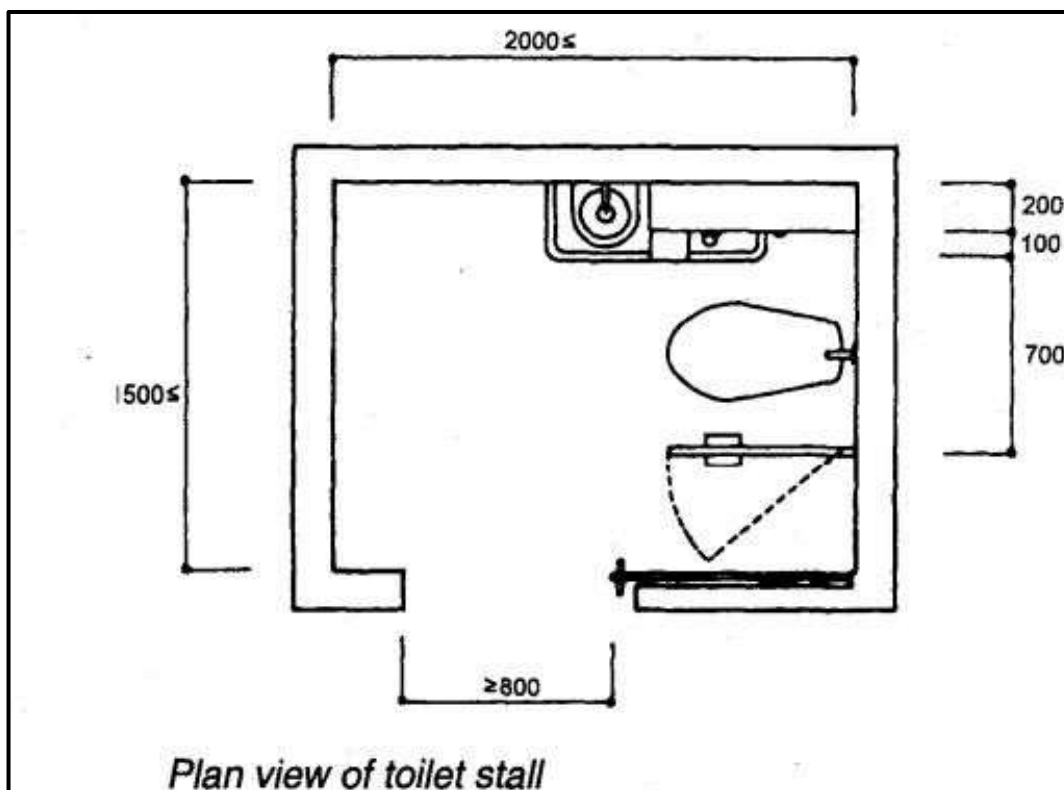
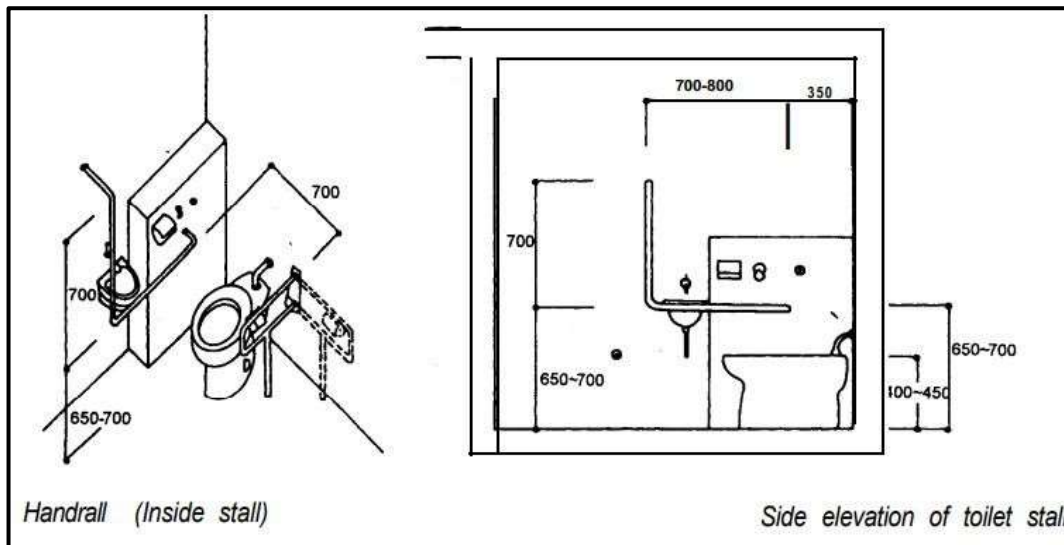


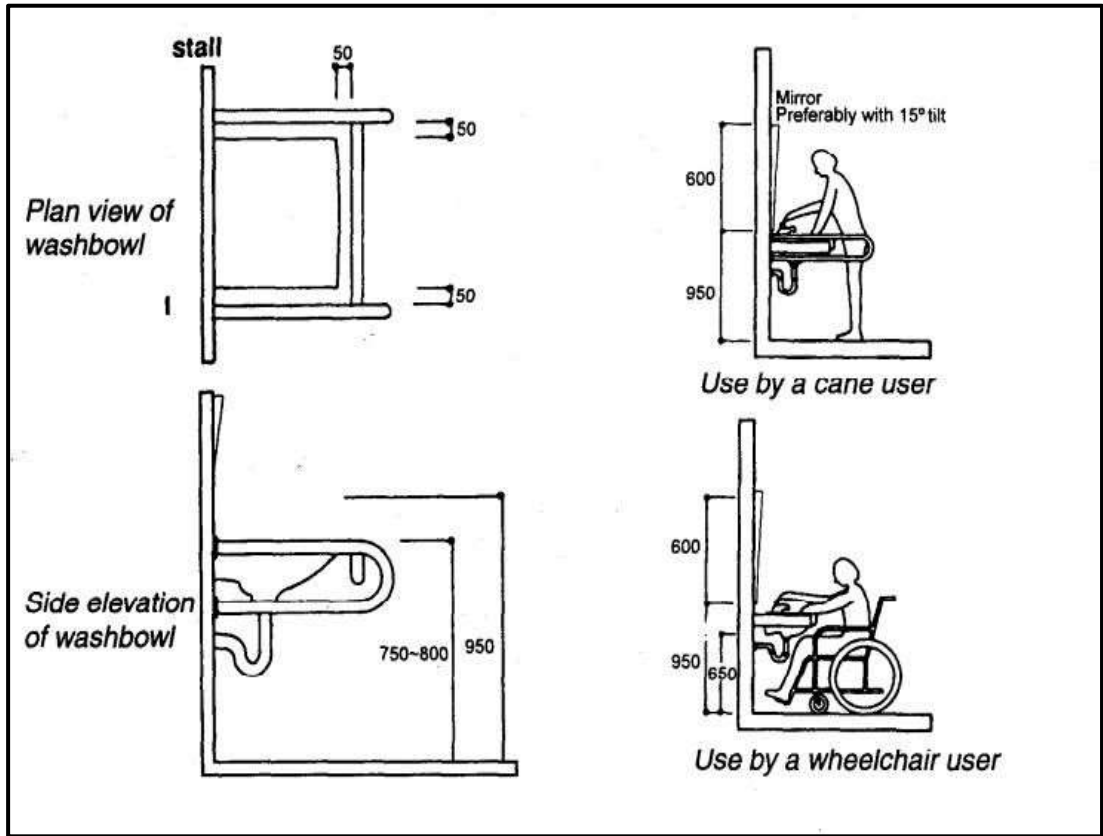
Figure 18 Schematic Plan of Library Space with dedicated seating space for wheelchair users

8. Toilets

One special W.C. in a set of toilet shall be provided for the use of handicapped, with essential provision of wash basin near the entrance for the handicapped.

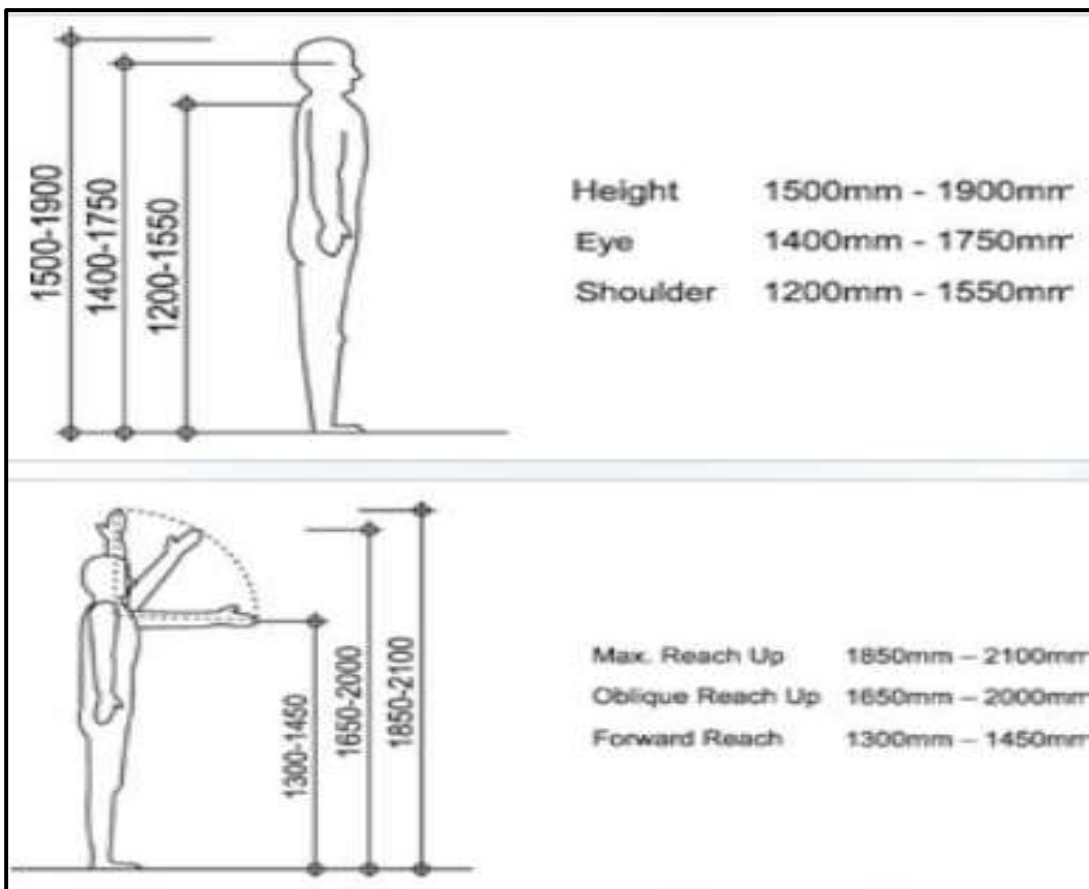
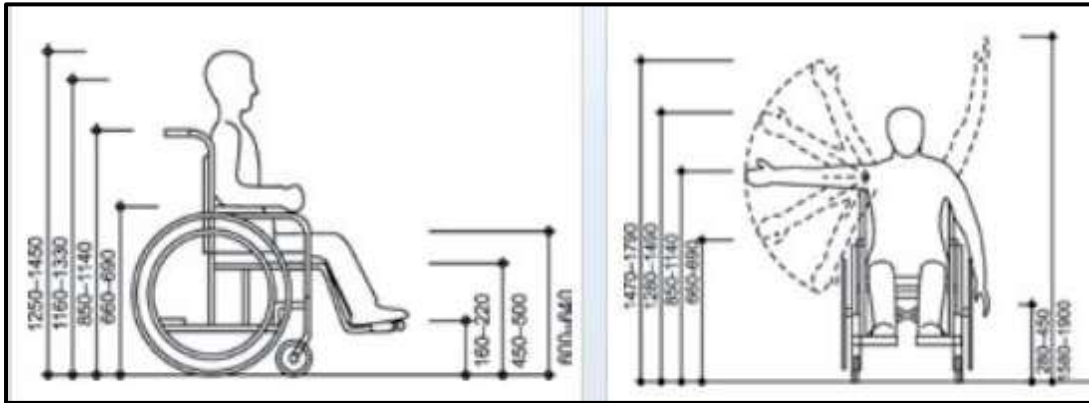
- The minimum size shall be 1500 mm x 1750 mm.
- Minimum clear opening of the door shall be 900 mm. and the door shall swing out.
- Suitable arrangement of vertical/horizontal handrails with 50 mm clearance from wall shall be made in the toilet.
- The W.C. seat shall be 500 mm. from the floor.
- Toilet floor should be dry and non-slippery at all times.
- Proper signage in front of every WC/Toilet/set of Toilet.

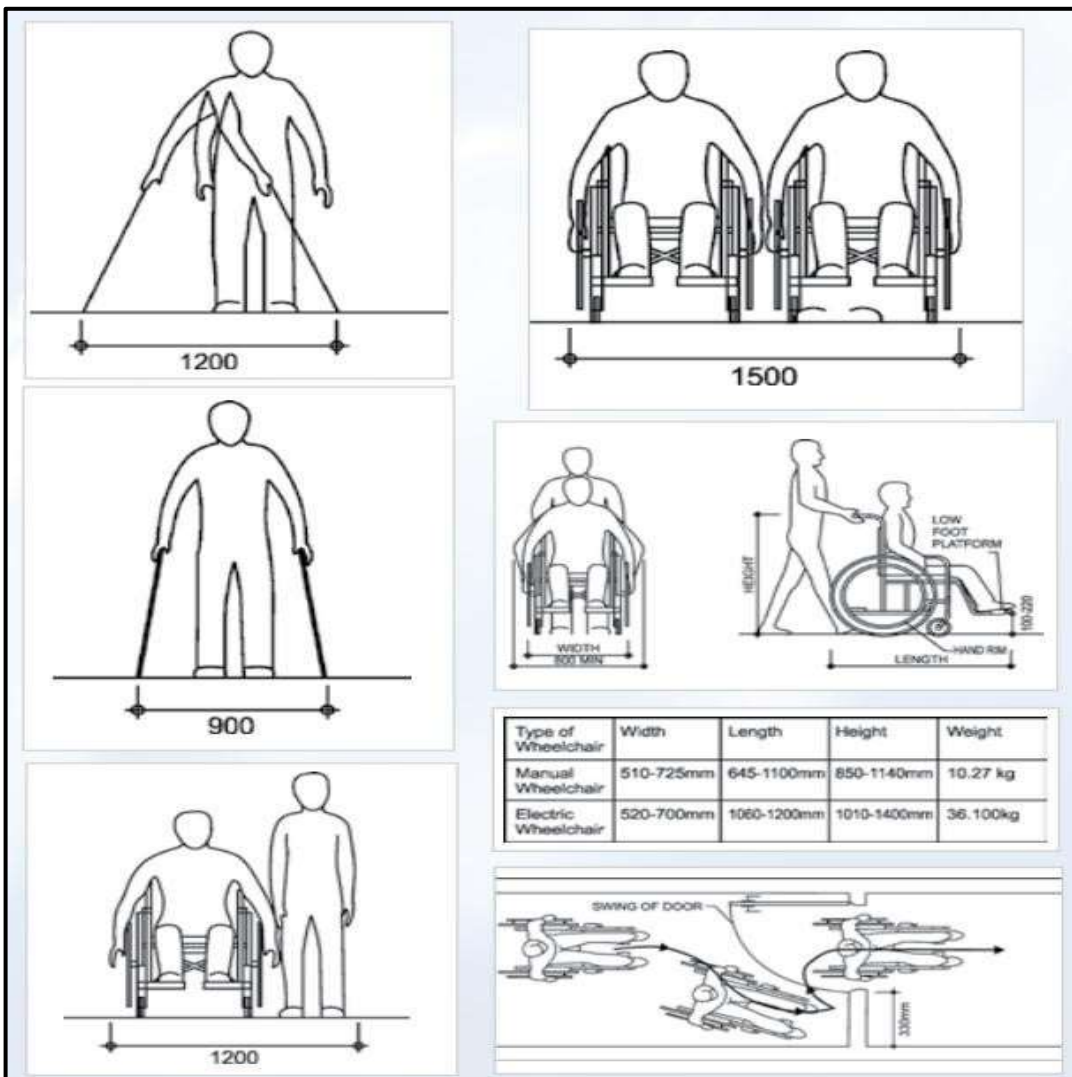
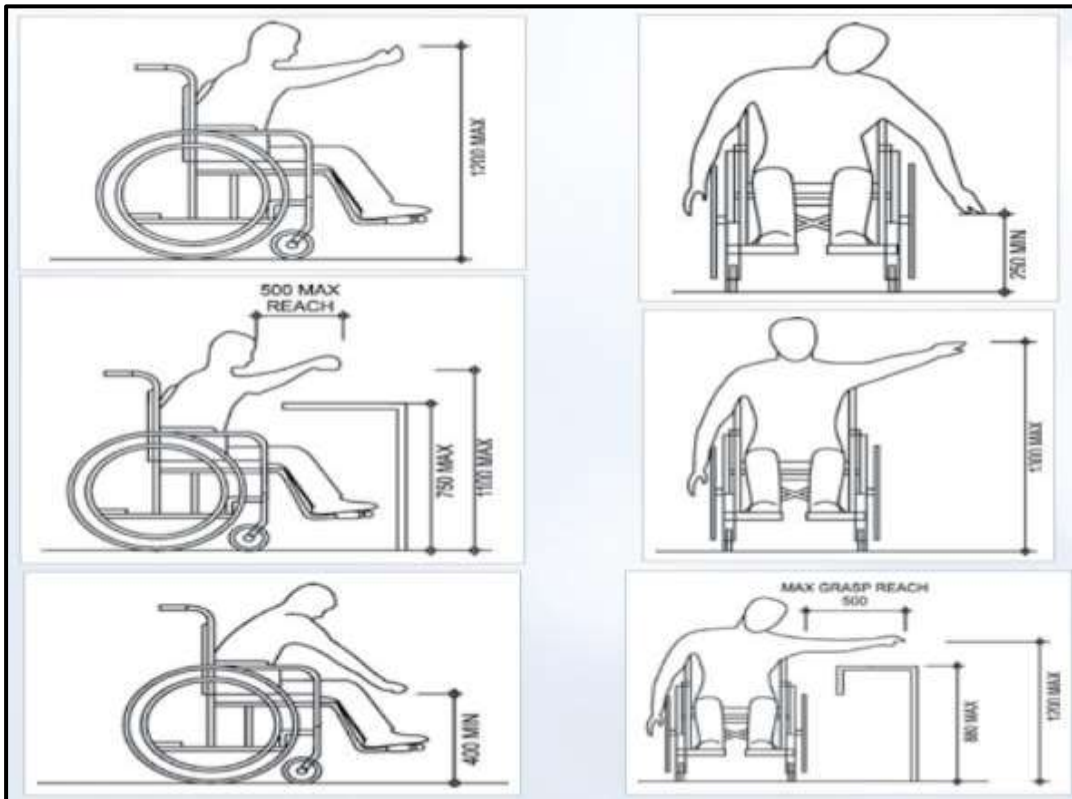




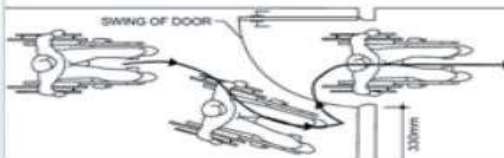
Anthropometrics

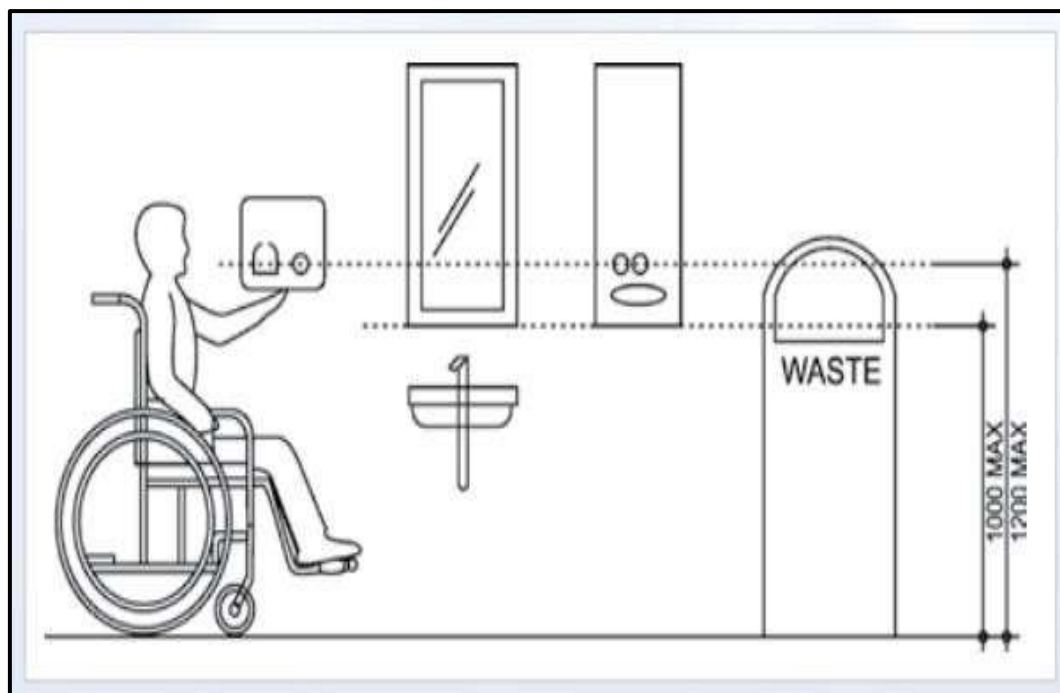
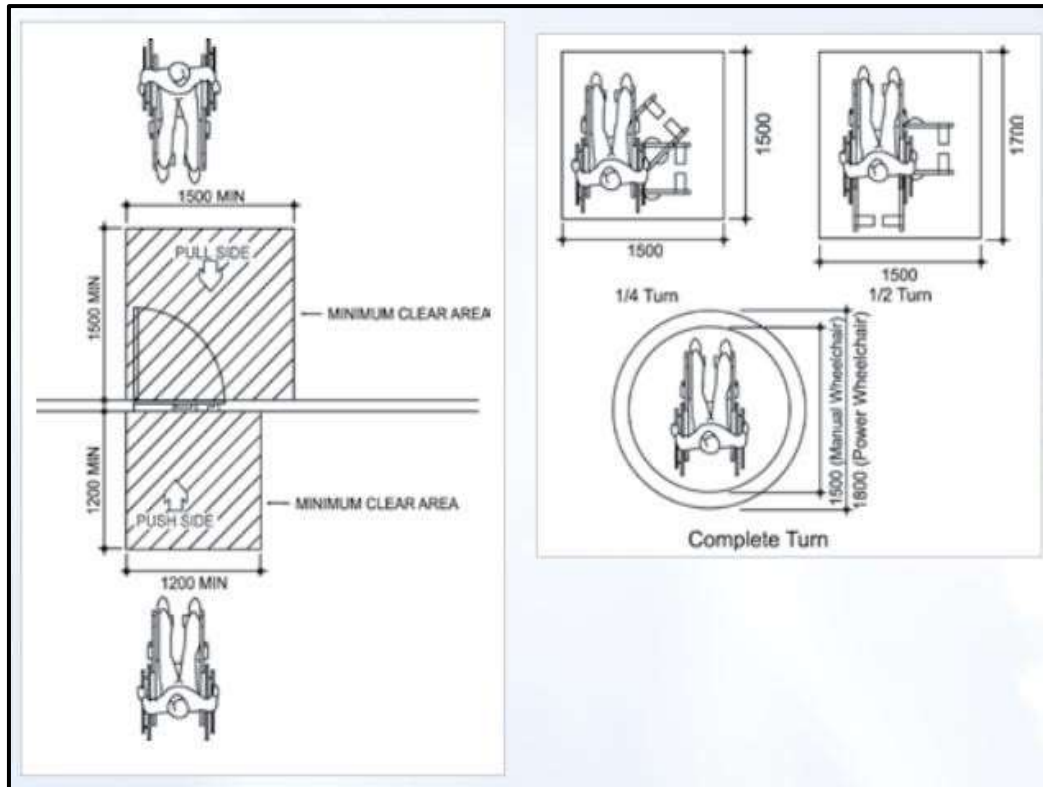
Dimensional data which can be used for guidance when designing facilities and equipment for use by persons with a disability.





Type of Wheelchair	Width	Length	Height	Weight
Manual Wheelchair	510-725mm	645-1100mm	850-1140mm	10.27 kg
Electric Wheelchair	520-700mm	1060-1200mm	1010-1400mm	36.100kg





References

Guidelines and Space Standards for Barrier Free Built Environment - CPWD, Ministry of Urban Affairs and Development (1998)

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Center for the advancement of teaching excellence (no date) Universal Design for Learning (UDL) | Center for the Advancement of Teaching Excellence | University of Illinois Chicago. Available at: <https://teaching.uic.edu/resources/teaching-guides/inclusive-equity-minded-teaching-practices/universal-design-for-learning-udl/> (Accessed: February 21, 2023).

OUTCOME OF THE STUDY/REPORT

The venture is a timely intervention of restructuring of different amenities extended to the stakeholders of College. The Internal Quality Cell of the College deserves thanks as it has bestowed such an important task on the equal opportunity cell. It has been a lesson for us to unearth the possibilities of restructuring extremely necessary to claim universality. Almost all areas have been covered; particularly the ambulatory, sight and hearing challenges are covered. Hope, this will provide us a scope to be really a universal one through the application of the ideas that have been identified by the consultant.

THE WAY FORWARD

The report itself is self-explanatory. We must discuss the report for gaining knowledge about universality of a structure and its necessity. It is suggested that civil construction activity along with other suggested changes may be initiated to claim universality as soon as possible.



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Estd. – 2007 (NAAC ACCREDITED)

21.02.2023

To
Sruti Kana Saha, B.Arch
Architect
Kolkata

Sub: Request for restricting of Lay Out of the College.

Madam

We shall be highly grateful to you if you kindly help us with your expertise to restructure the lay out of the College buildings, class rooms, ramps etc.
Eagerly waiting for your response.

Thanking you

Yours sincerely

Dr. S. Biswas

Principal, BHKM
Opportunity Cell

Prof Sumita Chatterjee

Convenor, Equal



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Estd. – 2007 (NAAC ACCREDITED)

05.04.2023

The Convenor and members of the Equal Opportunity Cell of Bamanpukur Humayun Kabir Mahavidyalaya along with the student, teaching and non-teaching staff convey their heartiest acknowledgement to Smriti Kana Saha for her nice lay out of restructuring of class rooms, ramps, stairs and other necessary areas of the College administrative building keeping in mind the universality of design and divyanga-friendly scopes. We hope that Architect Smt Saha will help us similarly in future. We all wish her a great career in life.

Dr. S. Biswas

Principal, BHKM
Opportunity Cell

Prof Sumita Chatterjee

Convenor, Equal

ANNEXURE - III (NOTICE OF THE MEETING -1)

ANNEXURE - IV (NOTICE OF THE MEETING -2)

ANNEXURE - V (Letter from the Principal)

ANNEXURE - VI (MINUTES OF THE MEETING)

ANNEXTURE - VII PHOTOGRAPHS OF THE MEETING

