

MIRANDA HOUSE

ACCESS AUDIT REPORT

2024-2025

Prepared By :
EHS ALLIANCE



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CERTIFICATE



CERTIFICATE

PRESENTED TO

MIRANDA HOUSE UNIVERSITY OF DELHI

GC Narang Road, University Enclave, New Delhi, 110007

Has been assessed by EHS Alliance for the comprehensive study of accessibility of the campus for VI students on institutional working framework to fulfill the requirement of

ACCESS AUDIT

ACADEMIC YEAR 2024-25

The accessibility audit carried out by the institution have been verified on the report submitted and was found to be satisfactory.

The efforts taken by the management and the faculty towards accessibility for VI students are appreciated and noteworthy.

SIGNATURE



28.08.2025

DATE OF AUDIT

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ACKNOWLEDGEMENT

EHS Alliance would like to thank Miranda House for assigning this important work of Access Audit. We appreciate the co-operation to the teams for completion of assessment.

First of all, we would like to thank **Prof. Bijayalaxmi Nanda - Principal** for giving us an opportunity to evaluate the accessibility for persons with disability of the campus.

We would also like to thank **Dr. Swarn Lata Sah - Audit Coordinator**, for her continuous support and guidance, without which the completion of the project would not have been possible. We are also thankful to other staff members who were actively involved while collecting the data and conducting field measurements.

We are also thankful to

Prof. Namrata Singh	IQAC Coordinator
Dr. Rashmi Gopi	Member IQAC
Ms. Pramod Sharma	Librarian & Member Enabling society - Lakshita
Mr. Veer Singh	Administrative Officer - Admin
Ms. Neelam Thukral	Section Officer - Accounts
Mr. Jyoti Prakash	Section Officer - Admin
Mr. Shiv Kumar	Site engineer





DISCLAIMER

This audit report has been prepared by the EHS Alliance Audit Team exclusively for Miranda House, University of Delhi based on the data, records, and information provided by the institution's authorized representatives, supplemented by the professional judgment and expertise of the audit team.

While every reasonable effort has been made to ensure accuracy and reliability, the findings and interpretations presented herein are based on information made available at the time of the audit and on good faith assessments by the auditors. The EHS Alliance Audit Team makes no express or implied representation, warranty, or guarantee as to the completeness, accuracy, or fitness of the information contained in this report. The team shall not be held responsible or liable for any direct, indirect, or consequential loss, damage, or expense arising from the use of this report or any part thereof.

This report is intended solely for internal use by Miranda House. If it is to be circulated externally, it must be reproduced in full, including all pages and annexures, to preserve context and accuracy.

All data and information obtained during the audit shall be treated as strictly confidential by EHS Alliance, its staff, and authorized representatives. Disclosure to any third party shall be limited to information already in the public domain or as required by law, regulatory authorities, or accreditation bodies. All EHS Alliance personnel and associated experts are bound by confidentiality undertakings and will handle such information strictly on a "need-to-know" basis.

CONCEPT AND CONTEXT

The recognition and protection of the rights of Persons with Disabilities (PwDs) in India took a major stride with the enactment of the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995. This landmark legislation marked a significant turning point in promoting equality, inclusivity, and full participation of persons with disabilities in all aspects of life. Under its Chapter on Non-Discrimination, particularly Sections 44 to 46, the Act mandates that the built environment—both internal and external—along with transportation systems and public facilities must be made accessible to persons with disabilities.

The Office of the Chief Commissioner for Persons with Disabilities (O/o CCPD) has been continuously working toward realizing the national vision of "Access for All," by monitoring implementation, issuing guidelines, and ensuring compliance with accessibility norms across public and private sectors.

India's commitment to accessibility and inclusion is further reinforced through its ratification of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which places strong emphasis on Article 9—Accessibility. This article obligates member states to take appropriate measures to ensure persons with disabilities have access, on an equal basis with



others, to the physical environment, transportation, information and communications, and other facilities and services open to the public.

In alignment with these global and national commitments, the Department of Empowerment of Persons with Disabilities (DEPWD), under the Ministry of Social Justice and Empowerment, launched the flagship initiative “Accessible India Campaign (Sugamya Bharat Abhiyan)”. This campaign seeks to create a barrier-free environment across the country by promoting universal accessibility in the built environment, transportation systems, and information and communication technology (ICT) ecosystems.

Together, these legislative and policy frameworks underscore India’s dedication to creating an inclusive society that ensures equal rights, dignity, and participation for all citizens, regardless of ability.

INTRODUCTION

An Accessibility Audit serves as a comprehensive evaluation of a college or university campus to assess the extent to which its physical infrastructure, digital systems, learning resources, and institutional services are accessible and inclusive for all individuals, including persons with disabilities. The audit aims to ensure that the campus environment upholds the principles of universal design, inclusivity, and equal opportunity, thereby enabling every member of the academic community—students, faculty, staff, and visitors—to participate fully and independently in educational, administrative, and co-curricular activities.

The scope of the audit typically encompasses the examination of built environments such as classrooms, libraries, laboratories, hostels, administrative blocks, washrooms, and circulation areas, along with digital accessibility covering websites, online learning platforms, and communication systems. It also evaluates supportive services including signage, assistive technologies, transport facilities, safety measures, and emergency response mechanisms from an accessibility perspective.

The objective is not only to identify existing barriers and gaps that may hinder access or participation but also to provide practical recommendations for structural, procedural, and technological improvements. Through such audits, institutions can align their infrastructure and operations with relevant accessibility standards and legal frameworks, including the Rights of Persons with Disabilities (RPwD) Act, 2016, National Building Code (NBC) provisions, and international guidelines such as the Americans with Disabilities Act (ADA) and Web Content Accessibility Guidelines (WCAG).

By undertaking this audit, the college demonstrates its commitment to fostering a barrier-free and inclusive learning environment that supports diversity, equality, and dignity for all individuals. Beyond mere compliance, this initiative reflects a proactive institutional approach toward social responsibility and sustainable campus development, ensuring that accessibility and inclusion remain integral to the college’s mission and values.



OVERVIEW OF THE COLLEGE

Miranda House, college for women, located in the University of Delhi campus, is a premier women's institution. It was established in 1948 by the then Vice Chancellor, Sir Maurice Gwyer. Lady Edwina Mountbatten laid its foundation stone on March 7 in the same year. Originally designed by renowned architect Walter George, Miranda House is built in warm red brick with cool and spacious corridors. The College shares an architectural affinity with other colonial educational institutions of the country. In the past six decades, as the College has grown, several other buildings have been added in consonance with its original design. Special efforts are on to preserve the heritage of its pristine architectural glory.

Miranda House offers liberal education in social sciences, humanities and basic sciences to more than 5000 students. The faculty, renowned for its meritorious basis profile and versatile talent, is dedicated to the cause of liberal education. In Miranda House, the students develop a sense of social responsibility, intellectual rigour, and practical knowledge. They learn communication, analytical and problem-solving skills, and a demonstrated ability to apply their education to the complex and diverse world. The College has always maintained high academic standards.



More significantly, it has provided students an enabling and creative environment to freely develop and express views that help them respond to changes in society. Being on the University campus, its proximity to other colleges facilitates the participation of Miranda students in several inter-college events, both academic and cultural. The College hostel has the privilege of residing in one



of the most beautiful residential buildings on the University campus. The institution's philosophy is guided by a pedagogy that encourages the students to explore new domains, to critically examine the world around them and to question stereotypes.

The Legacy... traditions and institutional values

MH has a rich legacy. Established at dawn of independence it provided a unique opportunity to young women for quality higher education. They set for themselves high goals and ideals. They worked for a new society in which women would enjoy equal opportunity with men in professional and public fields. In this, they were abetted by the founding faculty who were independent minded, and belonged to the select group of highly educated women in independent India with a deep concern for quality of education they imparted. They were also charged with a spirit of adventure, steeped in idealism, and committed to women empowerment and the task of building a nation. Proud of their mission as early pioneers, they worked with single-minded devotion in setting the Miranda traditions. These attributes of total dedication have contributed in a large measure to the position of distinction occupied by the college. Over more than seven decades of its existence, the college has grown from strength to strength, continuing to provide an atmosphere of high academic excellence and rich cultural activities to its students. The college has established a niche for itself amongst the globally recognized premiere institutions of higher learning.



Being a college established and maintained by the Delhi University; Miranda House has a special place among the women's colleges of the University of Delhi. Its location in the heart of the University Campus, and its close interaction with the various Departments of the University and other campus colleges gives it a unique advantage. Although a women's college, it is not a cloister. It welcomes interaction with other colleges and educational organizations across the country, actively engaging both men and women in all its extramural activities, competing with the best on equal terms.

The extremely distinguished list of alumnae imparts a sense of confidence and immense pride in students. They view themselves as torchbearers of great traditions. All this propels them to often explore uncharted territory, think unfettered, and bend traditions in a bid to create a better world, especially for women.



Mission

The stated mission of the college is to provide

- a stimulating active learning environment attracting young women with exceptional desire to make a difference to the world.
- highest quality liberal arts and basic science education through distinctive academic programmes that instill rigour in the pursuit of knowledge.
- culturally sensitive inclusive environment upholding core values of respect for diversity
- enriching co-curricular activities linking education to the world of work and communities.
- dedicated and responsive faculty of scholars to assist each student fulfill aspirations and reach milestones.
- competencies for new domains of knowledge and the future of work in a globally connected world.
- early mentoring for leadership instilling capacity to explore new ideas, take intellectual risk, and usher paradigm change.

Vision

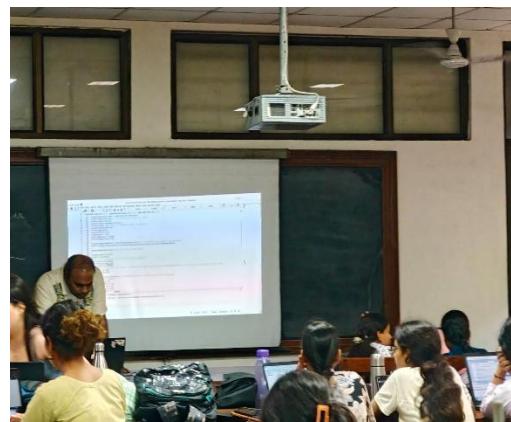
The Upanishadic maxim in the college logo “Swadhyayann pramaditavyam” enshrines Miranda House’s understanding of what education must accomplish and steers students towards introspection and self-learning. Miranda House envisions a world where women have their rightful place and are given due recognition as leaders to reach top positions in all sectors of human endeavour. To give shape to this vision, Miranda House continually reaffirms and embraces its responsibility to build on its historic legacy of leadership in the education of women. It remains strongly committed to addressing issues of gender in all their complexity and preparing young women to: lead professionally successful lives enriched by the love of learning build personally fulfilling lives radiating integrity and strength of character sustain purposeful engagement with the world with an open mind and balanced perspective develop an understanding of their duty to nation and nation-building meet with confidence the challenges they will encounter in their lives flourish in a different cultural milieu in an increasingly interconnected world uphold the core institutional values of respect for diversity, inclusiveness, and humanism to emerge as leaders charged with new ideas and the capacity to make a difference.

Facilities in the campus

Amenities at Miranda provide far more than academic and administrative facilities on campus. It is dedicated to provide students with an exceptional infrastructure for learning as well as facilities for simplifying the procurement of fundamental skills. To accomplish the goal, Miranda House offers the following:



Library



Smart Classroom



Fitness Centre



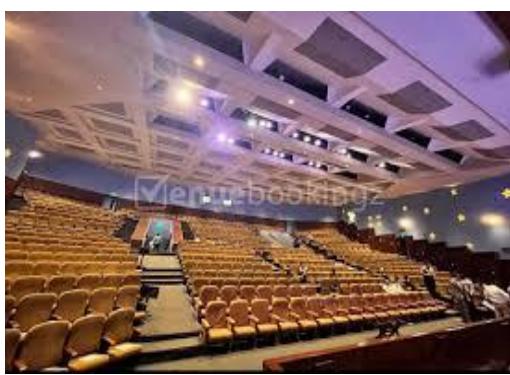
Sports ground



Cafeteria



ADRC



Auditorium



Dedicated Parking

SMART CLASSROOMS: The total of 110 formal lecture spaces provide comfortable seating for students in regular classes with the potential for easily accommodating another 10% at any time. Nearly all lecture venues have neatly arranged custom designed, comfortable desks and benches with shelves for bags; teacher table and chair. Green Ceramic Board for use with dust-free chalk or White Board for use with marker pens. Roof mounted Projector, and a pull-down white display screen for multimedia projection. Custom-designed Lecterns facility to link laptop to multimedia projector. Extra power outlets on front wall for flexible usage of the room. Air-conditioning was considered essential. Imparting knowledge based on traditional values, yet with modern and global significance in an evolving academic world

FITNESS CENTRE: MH has an active Physical Education Department that inspires the college community to work on a fitness regime and organizes several intra-college sports events, morning sessions on aerobics, yoga, recreational games, an annual sports festival, and freshers' cross-country race. The college has an air-conditioned multigym with free weight and cardio training equipment like treadmills, cross-training gears, and bicycles. It also has 2 open gyms.

GUEST HOUSE: Fully furnished air-conditioned Guest Rooms are available for parents and other guest's payment basis. Capacity 4 rooms with double occupancy.

CAFETERIAS: MILLET, PAM CAFÉ, NESCAFE: (The student activity area has two very popular food kiosks, the Nescafe Kiosk and the Pizza, Millet, and More (PAM). Additionally there is a Quick Bite Kiosk at the main college gate close to science departments. The canteen contractor also runs a Night Dhaba for benefit of hostel students from 9 pm to 11 pm. The hostel students have self-organized themselves to run a tuck shop for residents, with shared responsibility.)

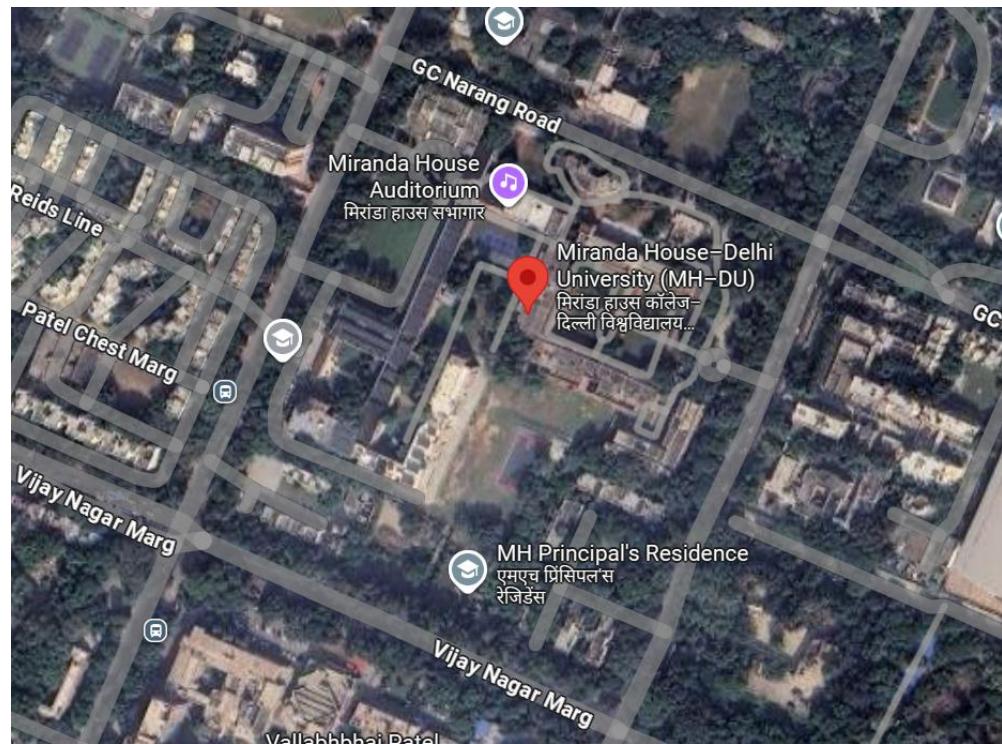
SPORTS FACILITY: *Miranda House has a Sports Ground. Facilities exist for a wide range of indoor as well as outdoor sports. The college has 14 Sport Teams and competitively participates in Athletics, Ball Badminton, Basketball, Chess, Cross-country, Netball, Power Lifting, Taekwondo, Tennis, Weight Lifting, Volleyball and Yoga.*

AUDITORIUM: Miranda House has an Auditorium with seating capacity of 450 in the Main Hall. As one of the oldest constructions in the college, it is part of the college building that was designed by Walter George. The architecture is unique. The Miranda House Auditorium and its stage bring alive nostalgic memories and are of historic importance.

MINI-AUDITORIUM: There are 170 seats in Miranda House's mini auditorium, which is arranged in steps so that everyone can see each other. The theatre has large windows that provide a lovely view of the surrounding greenery. It is utilized to hold training programs, seminars, conferences, workshops, lectures, and certificate courses.



Geo Location
Geo Coordinates from
Google maps:
28.6926942,77.2102438



AUDIT PARTICIPANTS

On behalf of Miranda House

Name	Designation
Prof. Namrata Singh	IQAC Coordinator
Dr. Rashmi Gopi	Member, IQAC
Dr. Swarn Lata Sah	Member, IQAC & Convener Enabling society - Lakshita
Ms. Pramod Sharma	Librarian & Member Enabling society - Lakshita
Mr. Veer Singh	Administrative Officer - Admin
Ms. Neelam Thukral	Section Officer - Accounts
Mr. Jyoti Prakash	Section Officer - Admin
Mr. Shiv Kumar	Site engineer

On behalf of EHS Alliance

Name	Position	Qualifications
Mr. Shamsher Kharab	Auditor	<i>M.Sc., M. Tech., RLI, Field Expert</i>
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Dr. Uday Pratap	Consultant	<i>QCI – WASH, EMS, EnMS</i>



EXECUTIVE SUMMARY

A building's usability and accessibility for a variety of users, including those with disabilities, are rated in an access audit. Access audits pinpoint actual or potential obstacles that prevent individuals with disabilities from entering a building and using the services offered there and nearby.

It entails a building specialist inspecting a building or facility to evaluate its access features, applicable regulations, and processes. The audit reveals changes that must be performed to guarantee the accessibility of the facility and its services.

The college decided to conduct an access audit of campus to learn more about the specific accessible elements in the current facilities and to make suggestions for improvements. It is crucial to note that an Access Audit is not a process of fault identification. By evaluating the facilities' accessibility and making any necessary adjustments, it aims to help build a better infrastructure that is universally accessible.

The building's accessibility audit was carried out to ensure that accessibility standards had been followed during construction and renovation, as well as to include any points that may have been overlooked. Any point that is unintentionally or accidentally left out at this point is also intended to be included.

Following the inspection, the auditor creates a thorough report outlining the challenges found and suggesting ways to overcome them. This could involve setting up immediate tasks, scheduling intermediate labour, or organizing future changes.

The report's recommendations are limited to what is feasible and do not include standards that have been followed in building the facility.

ACCESS AUDIT - ANALYSIS

1 EXTERNAL ENVIRONMENT

1.1 APPROACH AND MAIN ROAD

OBSERVATIONS

The building is easily accessible and is situated on a main road; nonetheless. Users who are blind are provided with tactile orientation.

- All of the entrance's surrounding area is levelled.
- Wheelchair users can easily approach the main entrance gate by using a curb ramp that levels the curb to the road.
- The current signage is both in Hindi and English.



SUGGESTIONS

Here, more signage that has better colour contrast can be placed to ensure that it is easily seen by everyone.

- Make sure the approach routes are periodically maintained.
- For wheelchair users to move freely, the road in front of the entrance gate must be barrier-free.
- In order to help all types of people, signage must be appropriate in every way.

1.2 PARKING

OBSERVATIONS

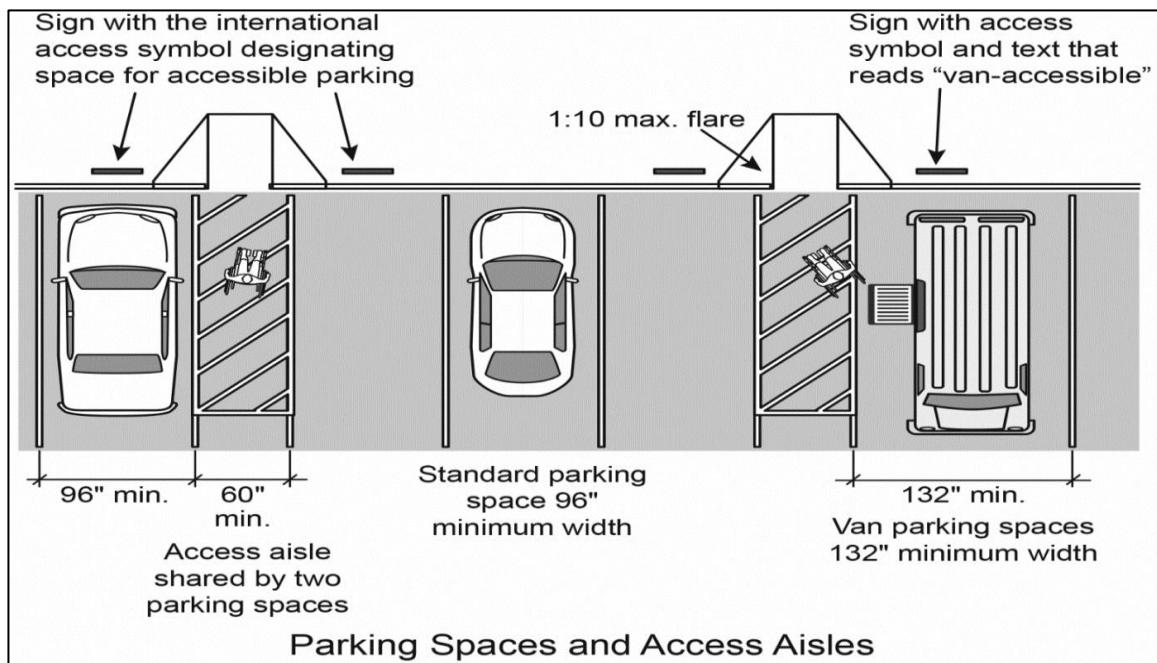
- Within the building's grounds, there is a parking area designated for those with impairments.
- There is unmarked parking available for personnel and visitors in front of the administration department building, respectively.
- Signage states that 2 parking slots are available;
- Unorganized parking of cars and two-wheelers.



SUGGESTIONS:

- Periodic painting or marking for parking space with clear visibility and navigation
- The provision of vehicle shelter is also necessary.





2 INTERNAL ENVIRONMENTS

2.1 ENTRANCE

OBSERVATION:

- The route to the entrance is accessible, and there are steps and a ramp for ingress.
- Three steps, a riser of 160mm, a tread of 300mm, and a width of 2550mm.
- Step nosing lacks colour contrast.
- A caution block and no railing.
- A fairly steep ramp is accessible at the gate, although it requires to have heat insulating layer at the handrail.



SUGGESTIONS:

- Consider adding appropriate signage that reads "Accessible Route" to mark the entrance's accessible ramp.
- For visually challenged people, tactile warning blocks should be placed 400 mm before the start and finish of each ramp at the entrance to signal the level difference.
- Everywhere there are steps, there should be a 50mm color contrast on the tread edge to aid the elderly and persons with vision impairments even in low light.
- Handrails ought to be present on ramps and steps.

2.2 RECEPTION



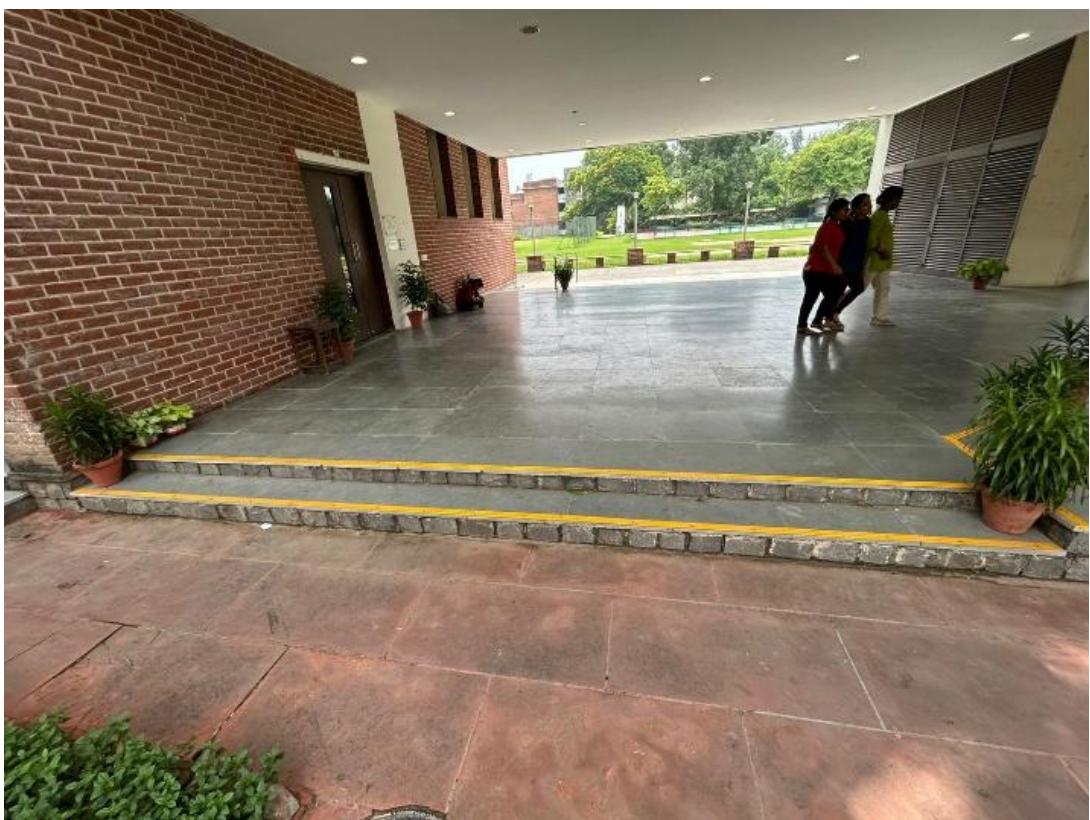
OBSERVATIONS:

- There was no specific reception desk signage visible.
- The enrolment procedures were carried out on-site at the college.
- There were no reception signs, and the reception area is 1100 mm tall.

SUGGESTIONS:

- Provide guests with a distinct registration/reception desk at the entry, with a clear knee space of 350mm at the counter.

2.3 STAIRCASE



OBSERVATIONS:

- There are 13 stairs with a landing, each with a riser of 160 mm and a tread of 260 mm that is 1450 mm wide.
- Wall-shaped handrails are present on both sides and extend up the stairs.
- The floor surface is non-slippery and non-reflective, which is a good practise.

SUGGESTIONS:

- It is ideal to have railings on both sides and at two heights, or 700mm and 900mm, to accommodate adults and children of all sizes.
- Railing in open areas must be insulated for temperature (Hot/ Cold) effects.
- On the landing, the railings ought to remain in place.

2.4 LIFT/ Elevator



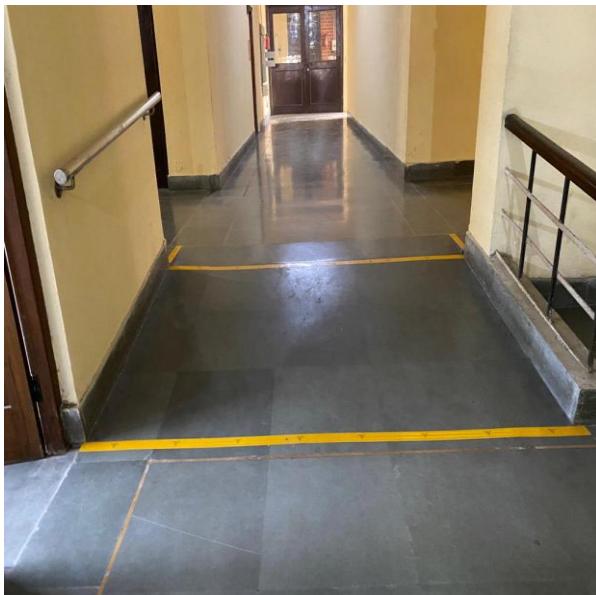
OBSERVATION:

- There is a lift in new building block that is open for faculty members and needy students.
- Buttons in the lift are with braille marking standards considering visually impaired people.
- The lift has audio announcement features in Hindi and English (dual language).
- The lift has help and call functions for any kind of assistance.
- The lift has a proper lighting system installed for better visibility.
- Rear view mirror is already placed inside the lift for better visibility and convenience.
- For a wheelchair user to independently utilize the lift there is sticker pasted in front of lift.
- QR code stickers are available on every class rooms and important places.

SUGGESTIONS:

- At each entry, there needs to be clear signage pointing in the direction of the elevator.

2.5 CORRIDORS AND DOORS



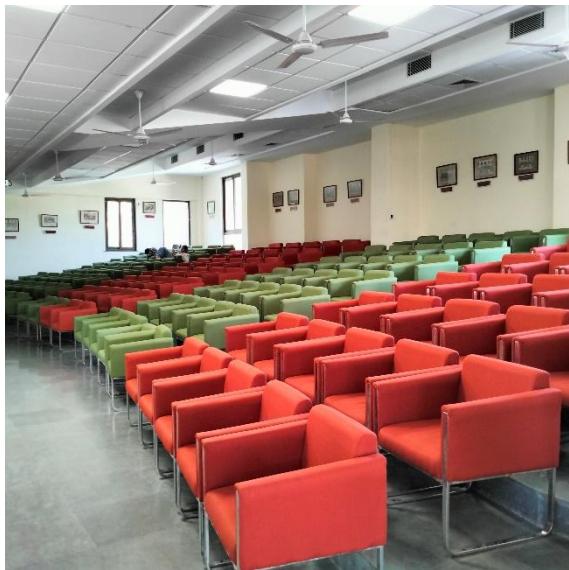
OBSERVATION:

- The hallways are sufficiently wide (2300 mm), and no protruding objects lie in between.
- Displaying vibrant colour contrast.
- The illumination is just ok, in future, please maintain minimum 200 Lumens in corridors.
- Although slightly brilliant and reflective, the surface is not slippery.
- There is appropriate signage at the entrance.
- The signage that is currently displayed is too high and has poor color contrast.

SUGGESTIONS:

- Doors with a handle height of 1200mm and a clear width of 1300mm.
- Consider adding adequate, evenly distributed illumination to the hallways.
- Give the entrance, walls, ceiling, and floor contrast in colour in future maintenance work.

2.6 AUDITORIUM/ CLASSROOM



OBSERVATION:

- The auditorium is located on the ground floor of the structure.
- Riser: 150mm, tread: 280mm, width: 900mm, inaccessible to people with disabilities
- Doors are 920mm wide.
- Classrooms and other important places have QR code scanner for more informations.

SUGGESTIONS:

- Stripes of different colours should be present on the steps.
- The steps shouldn't be as reflective as they currently are.
- A suitable ramp should lead to the stage or allocate a few seats (considering the admission count) for VI people in the front row on any side.



2.7 LIBRARY – HELP CENTER



OBSERVATION:

- Library space is offered in the same building.
- There are two ramps for entry.
- Library building is easy to reach but not that easy to access by visually impaired person, so library staff assisting in person to needy students as per the requirements.

SUGGESTIONS:

- Ramps to enter into the library, needs to be marked with proper color contrast.
- Regular maintenance of ramps and handrails is suggested by the audit team.
- Signage needs to be visible at a clear height and color contrasted.

2.8 Amba Dalmia Resource Centre for Visually Challenged



OBSERVATION:

- Amba Dalmia Resource Centre is located in library area.
- There are two ramps for entry.
- Library building is connected with tactile path that is in very good condition and maintained
- Library building is easy to reach but not that easy to access by visually impaired person, so Library staff assisting in person to needy students as per the requirements.
- Miranda House has expanded its existing Amba Dalmia Digital Resource Centre (ADRC) . As part of this expansion, 25 state-of-the-art computers have been installed in the center. The aim of this center is to empower visually impaired (VI) girl students by imparting them skills focused on Education, Mobility and Employment Training (EMET). The expanded center will be known as 'Empowerment and Skill Development Centre, an Augmentation of ADRC'.

2.9 ACCESSIBLE TOILETS, BANK ATM, LIBRARY, ETC.



OBSERVATION:

- All of the rooms' furniture has enough height and leg room, and there are also loose seats available for students who use wheelchairs to use.
- The furniture's colour contrast with the floor's colour is very good.
- A few locations have had low lighting.
- It has been noticed that working counters in laboratories do not have enough room for legs.
- The hostel's rooms are larger and have ample space, and wheelchairs can move about easily in them.
- The table has plenty of room for legs so that you can use it while in a wheelchair.

SUGGESTIONS:

- It is suggested to use contrasting paints or strips to create colour contrast between the floor and the furniture.
- Braille information stickers with information about the specific numbering of the furniture or its location are proposed to be placed on the bench table and chair.
- A contrasting color border is suggested for the blackboards.
- It is suggested that audio announcement systems and visual display screens be placed close to the existing blackboards to translate displays and lectures for students with hearing and vision impairments.
- It is suggested that furniture be provided so that wheelchair-using students can make simple seating or accommodation arrangements.
- By eliminating the wooden cupboards and skirting, among other things, from below the working counters of laboratories, you can provide enough leg room at a few counters.
- Add contrast colour bands to the main entrance door, balcony door, and bathroom door.

2.10 TOILETS



OBSERVATION:

- The signage is illegible and insufficient.
- The urinal has a 700 mm urinal height and a stepped (100) entrance.
- A washbasin with a 1000mm height but no mirror.
- Western toilet with a 400mm height.
- There are inadequate sanitary conditions and proper toilet maintenance.
- The restroom lacks adequate illumination and colour contrast.

SUGGESTIONS:

- Install sufficient directional signage pointing to an accessible public restroom.
- Ensure that the toilet unit is routinely maintained and cleaned.
- To prevent accidents due to slipping/ skidding, it is advisable to keep your toilet floor dry.
- Adequate Lighting Without Glare.
- Emergency Assistance Feature.
- Lever-type Fittings.

2.11 DRINKING WATER

OBSERVATION:

- The drinking water facility is located at multiple places inside the building on each floor near the stairs.
- Water tap height is 1000mm, and there is no glass available at the facility because students are carrying their own water bottles.

SUGGESTIONS:

- Regular maintenance of toilets and sufficient illumination should be in regular practice.
- Toilet surface should be dry to avoid slip & fall incidents.

2.12 CAFETERIA



OBSERVATION:

- The college had a main canteen and a few tuck shops on the college premises.
- Both a ramp and steps are used for entry and the main gate has signage with braille.
- The corridor is approximately 3000 mm wide.
- Water is only available at tables and is available at a height of 800mm.

SUGGESTIONS:

- The access to the canteen shouldn't have any obstacles.
- There should be a wide enough gate so that entering the canteen won't be difficult.
- Wheelchair users need a counter with enough room for their knees.
- Staff Sensitization and Training, Train canteen staff to assist VI users—for example, reading out menu options clearly, describing food items, and guiding them safely to seating areas.
- Consistent Layout
- Audio Guidance or Announcement System
- Non-Slip, Obstruction-Free Flooring, ensure that the floor is even, non-slippery, and clutter-free to prevent tripping hazards. Avoid movable stands or bins in walking paths.
- Accessible Seating Arrangement, Keep at least a few barrier-free tables and chairs near the entrance or along tactile paths. Maintain enough circulation space for easy movement.

2.13 EMERGENCY EVACUATION



OBSERVATION:

- There are many emergencies signage for any bodies.
- Few more signage are required according to the emergency evacuation plan.

ACCESSIBLE STAIR DESIGN GUIDELINES FOR VISUALLY IMPAIRED (VI) PERSONS:

- At key positions on each floor or level, emergency exits should have both auditory (hooter type) and visual (flashing bulb) alarms.
- Conduct recurring training sessions for personnel on handling emergencies and promoting disability equality.
- Install tactile warning tiles (dot-type) at the top and bottom landings of each staircase to alert VI users that steps are beginning or ending.
- Apply colour-contrasting strips (minimum 50 mm wide) on the nosing of each step to make the edge visually distinguishable for people with low vision.
- Keep all steps uniform in height and depth to prevent missteps or confusion while ascending or descending.
- Provide sturdy, continuous handrails on both sides of the staircase, extending 300 mm beyond the first and last step for better guidance and stability.
- Use anti-skid and non-reflective flooring materials on steps to prevent slips and reduce glare.
- Ensure bright, evenly distributed lighting over the entire staircase without shadows or reflections that could cause disorientation.
- Place Braille or raised letter signs near the handrail indicating the floor number or direction.
- Avoid open risers (gaps between steps), which can cause confusion or misjudgement of depth for VI users.
- Keep stair design, materials, and markings consistent throughout the building to help VI users memorize patterns.



QUESTIONNAIRE FORM

Below is the questionnaire form which was filled out during the audit

	Yes	No
1. Is there any car parking on site or in the vicinity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Is there any designated parking for Disabled Parking Badge Holders?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) Does it comply with the standard size and layout (see AppendixA)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) How far is the designated parking from the main entrance (approx.)? It should be no more than 50m	within 50 m	
(c) What is the surface of the car park (gravel, tarmac, etc.)?	gravel	
(d) Is the car park well-lit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Is there a bus stop in the vicinity (within 50m)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Is the route to the main entrance clearly signed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) Is the route suitable for wheelchair users?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) Are there dropped curbs where necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) Is this route suitably lit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Is the main entrance level, ramped or stepped (see Appendix A1)?	ramped	<input type="checkbox"/>
(a) If stepped are their handrails on both sides?	NA	<input type="checkbox"/>
(b) Are the nosing's colour contrasted?	NA	<input type="checkbox"/>
(c) Is there a tactile warning strip at the top?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(d) What is the rise of the steps?	NA	
(e) What is the going of the steps?	NA	
(f) How many steps in a flight?	NA	
(g) Is there a ramp alongside the steps?	NA	<input type="checkbox"/>
(h) What is the gradient of the ramp?	1:12	
(i) What is the length of the ramp?	180 cm	
(j) Is there a level platform at the top of the ramp	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Is the entrance door automatic or manual?	Manual	
7. Does at least one leaf give a minimum clear opening width of 800mm?	<input checked="" type="checkbox"/>	<input type="checkbox"/>



	Y e s	N o
8. Is the door furniture at a reasonable height (1400mm from ground level and colour contrasted from the frame?)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) If there is a doorbell or entry system, is it at a reasonable height (1200mm from ground level)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(b) Is the entrance mat of firm texture and flush with the floor?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(c) Is there a vision panel at the wheelchair level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Is at least part of the reception desk at a wheelchair-accessible height?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) Is there a hearing induction loop or other amplifying device fitted in reception?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) Is there any seating in the waiting area?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) If yes, is there a mix of seats with arms and seats without arms?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) Is there space for a wheelchair user to wait?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Is all the ground floor accessible?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Is there a lift in the building?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
What type of lift?	(Please tick)	
(a) a full passenger lift?	Up to 8 pax	
(b) If a passenger lift, does it comply with Part M (see Appendix B)?	Yes	
(c) a platform stairlift?	No	
(d) a platform lift?	Yes	
12. Is the staircase suitable for ambulant disabled people (see Appendix C)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(a) What is the rise of each step?	6 "	
(b) What is the going of each step?	11 "	
(c) Are the nosing of each step colour contrasted	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(d) How many steps in each flight?	18	
(e) Are there any intermediate landings?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(f) Are the handrails continuous on both sides?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(g) Do the handrails extend 300mm past the top and bottom steps?	<input checked="" type="checkbox"/>	<input type="checkbox"/>



13.	Do all internal doors give a minimum clear opening width of 750mm?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14.	Is the door furniture at a reasonable height?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a)	Is there a vision panel at a wheelchair height?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15.	Are there any internal ramps in the building?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a)	If yes what are the gradients?	1:12	
(b)	What are the lengths of the ramps?	1 meter	
(c)	Are handrails on the ramps	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16.	Is there a wheelchair-accessible WC cubicle?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a)	Does it comply with the minimum dimensions of 2000mm x 1500mm?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b)	Does it comply with the dimensions in BS 8300 2200mm x 1500mm	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c)	Are the grab-rails colour contrasted from the background?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(d)	Are the hand washing and drying facilities within easy reach of anyone sitting on the WC?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(e)	Is there an emergency pull cord that reaches down to the floor?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17.	Is there a telephone in the building?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18.	Is there a public telephone?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
(a)	Is it at a reasonable height for wheelchair users (car or coin slot 1200mm from floor level)?	<input type="checkbox"/>	N A
(b)	Does it have an acoustic hood?	<input type="checkbox"/>	N A
19.	Is the main hall fitted with a hearing induction loop?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20.	If kitchen facilities are available, are they at a wheelchair-accessible height?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***** END OF THE REPORT *****