

ACCESS AUDIT

STUDIED FOR ACCESS AND BARRIER-FREE PREMISES

Sustainability study
AUDIT REPORT

Studied for
Maris Stella College
(Autonomous)

No.16 N.H.Service Road, Near Benz Circle,
Beside LepI, Vijayawada 520008, India

Studied in the capacity of
Accredited and Certified GBP



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Disclaimer

The Audit Team has prepared this report for the **Maris Stella College (Autonomous)** located at No.16 N.H.Service Road, Near Benz Circle, Beside Lepl, Vijayawada 520008, India based on input data submitted by the Institute analysed by the team to the best of their abilities.

The details have been consolidated and thoroughly studied as per the various guidelines for Green Buildings available in National and International Standards; the report has been generated based on comparative analysis of the existing facilities and the prerequisites formulated by various standards. The inputs derived are a result of the inspection and research. These will further enhance and develop a Healthy and Sustainable Institution.

These can be implemented phase wise or as a whole depending on the decision taken by the internal team. The warranty or undertaking, expressed or implied is made and no responsibility is accepted by Audit Team in this report or for any direct or consequential loss arising from any use of the information, statements or forecasts in the report.

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The Report is prepared by the Team of Greenvio Solutions under their brand and department – Sustainable Academe as Consultancy firm with the Project Head - Ar. Nahida Shaikh who is as an Accredited and Certified Green Building Professional-Architect. Green Building consultancy is her forte and she is one of the most sought after names when it comes to providing excellent quality services within the stipulated time frame.

The Study is conducted in capacity of Accredited & Certified Green Building Professional with extensive experience.

Ar. Nahida Abdulla

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Developing Healthy and Sustainable Environments

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Acknowledgement

The Audit Assessment Team extends its appreciation to the **Maris Stella College (Autonomous), Andhra Pradesh** for assigning this important work of Disability (Access) Audit. We appreciate the cooperation extended to our team during the entire process.

Our special thanks are extended are due to everyone from the Management.

Our heartfelt thanks extended to Chairpersons of entire process **Dr.Sr.Kulrekha Mudartha**, (Principal) and **Dr.Sr.Leena Quadras**, (Correspondent) for the valuable inputs.

We are also thankful to Institute's Task force who have played a major role in data collection.

- **Teaching members** – **Dr.G.Little Flower**, Professor; **Dr.C.Krishnaveni**, Professor; **Dr.Sr.P.Japamalai**, Professor; **Dr.Sr.K.Ramana**, Asso.Professor; **Sr.Sahaya Arokia Mary**, Asst.Professor
- **Non-teaching staff members** – **Mr.Yunus**, **Mr.Moses**, Electrician and **Mrs.Aruna**, Sweeper
- **Admin staff members** – **Mrs.K.V.L.Prasuna**, Admin

We appreciate the cooperation of the **entire Teaching, Non-teaching, and Admin staff** for their support while collecting the data.

Sustainable Academe

Brand of Greenvio Solutions, Palghar District, Maharashtra- 401208

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1. Introduction

1.1 About the statements of the Institute

1.1.1 Vision

The Institute proposes "Empower, Enrich, Excel, Transform: To contribute to a just and equitable society through quality education for leadership and social responsibility in an environment of academic excellence and sound values."

1.1.2 Mission

The Institute adheres and focuses "To empower young women through a transformative education to form intellectually competent, morally upright, socially committed and spiritually inspired women imbued with the values of humanism in the service of society."

1.2 Assessment of the Institute

1.2.1 Affiliations

The Institute is affiliated to **Krishna University**, a state university at Andhra Pradesh, India.

1.2.2 Certification

The College has received the following Certifications

- **AISHE** – The All India Survey of Higher Education code is C-25318
- **ISO** – Received the ISO 9001,14001 and 50001 Certifications

1.2.3 Recognitions

The College has been recognized under section 2(f) and 12(B) of the UGC Act, 1956 by University Grants Commission, New Delhi.

2. Overview

2.1 Summarised Populace analysis for 2023-2024

2.1.1 Students data

The data (shared by the Institute) shows there were **1,703 students**.

2.1.2 Staff data

S. No.	Type	Male	Female	Total
1	Admin staff	05	14	19
2	Teaching staff	12	59	71
3	Non-Teaching staff	17	18	35
Total Staff Members		34	91	125

Table 1: Staff data of the Institution for 2023-2024

The staff data shows the Institute premises **125 Staff Members**.

2.2 Summarised Populace analysis for 2022-2023

2.2.1 Students data

The data (shared by the Institute) shows there were **1,857 students**

2.2.2 Staff data

S. No.	Type	Male	Female	Total
1	Admin staff	05	15	20
2	Teaching staff	12	58	70
3	Non-Teaching staff	13	17	30
Total Staff Members		30	90	120

Table 2: Staff data of the Institution for 2022-2023

The staff data shows the Institute premises had **120 Staff Members**.

3. Research

3.1 About the Green Building Study Audit

It is a systematic study of the aspects which make the Institution sustainable and healthy premises for its inhabitants.

3.2 Analysis of the Green Building Study Audit

The procedure included detailed verification as follows:

- Investigation
- Technical discussion with team
- Observations
- Inferences

3.3 Strategy adopted for Green Building Study Audit

The strategies included data collection from the admin department, actual inventory, investigation to check the operation and maintenance, analysis of the data collection, and preparation of the Report.

3.4 Activities undertaken for the Green Building Study Audit

- Discussion with the Institute
- Allotment and Initiation by the Institute
- Site visit at the Institute
- Submission of the files

4. Evidence



Plate 1: Discussion with the team



Plate 2: Investigation of the system



Plate 3: Seminar on subject related to Sustainability for the stakeholders

Note: the text mentioned in ***maroon colored italics bold font*** represents a suggestion.

5. Observation

Survey Results

An online survey was conducted to analyse the student and staff views about the Energy management practices adopted in College, following is the result received.

5.1 Participation

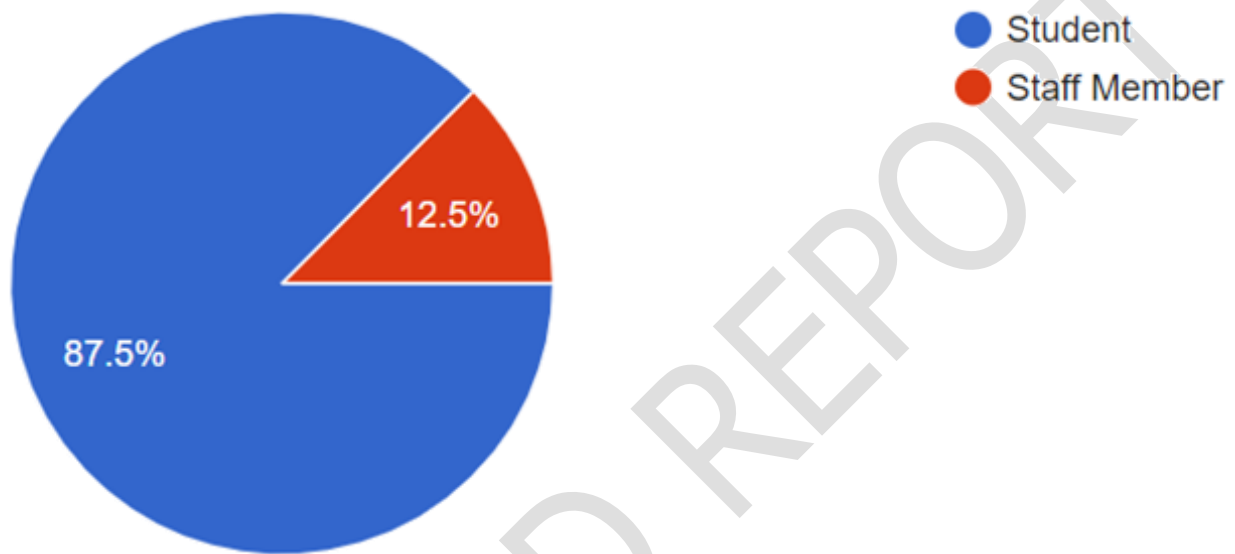


Figure 1: Participation analysis in the survey

A total of **279 responses** were received out of which 88% were students.

Note: The Participants were asked to review the practice on a scale of 1-5 with scale components as follows:

- ➔ Scale 1 – Poor
- ➔ Scale 2 – Satisfactory
- ➔ Scale 3 – Good
- ➔ Scale 4 – Very good
- ➔ Scale 5 – Excellent

The figures in each of the columns of graph depict the Number of participants responses in numerical (Percentage of the participant response) – For example 101 responses (44.5%)

5.2 About the provisions for the specially abled such as ramps/ lifts/ handrails/ staircase/ walkways adopted by Institute

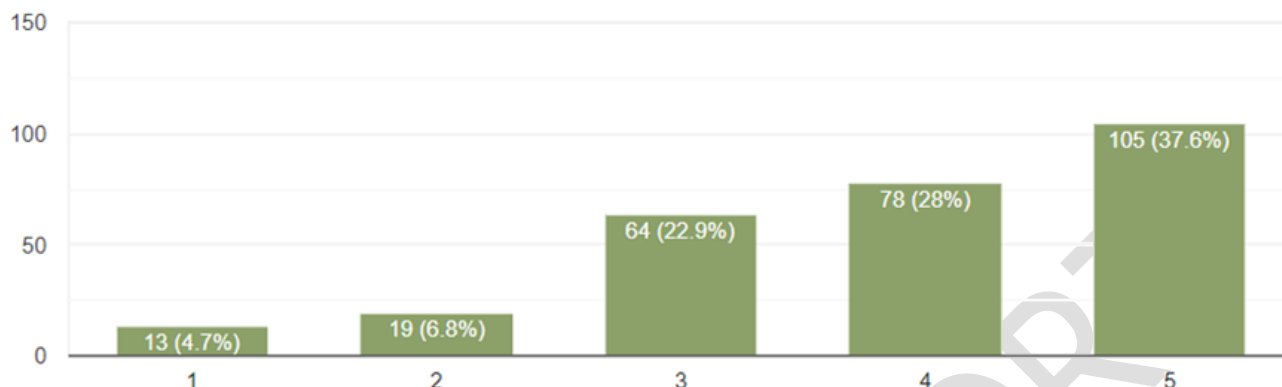


Figure 2: Provisions for the specially abled in the Institute

Observation: The students and staff almost 38% of the respondents found practices to be Excellent (Rating of 5); whereas almost 28% of the respondents found practices to be Very Good (Rating of 4); and 23% of the respondents found practices to be Good (Rating of 3).

Inference: Though the majority responses are for 'Excellent – Rating 5' are less than 50% thus this shows that the practices adopted for the said section **require improvement.**

5.3 About the amenities for specially abled such as Wheelchair/ Stretcher/ Display of emergency contact nos. adopted by Institute

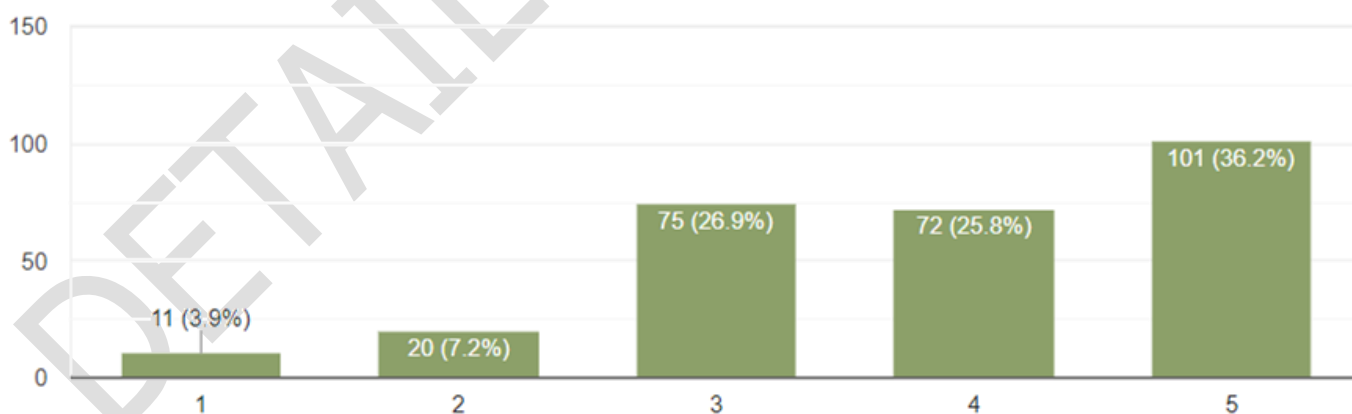


Figure 3: Amenities for specially abled in the Institute

Observation: The students and staff almost 36% of the respondents found practices to be Excellent (Rating of 5); whereas almost 26% of the respondents found practices to be Very Good (Rating of 4); and 27% of the respondents found practices to be Good (Rating of 3).

Inference: Though the majority responses are for 'Excellent – Rating 5' are less than 50% thus this shows that the practices adopted for the said section **require improvement.**

5.4 About the facilities for the specially abled (Handicap people) such as braille signages/ special software in library for visually and hearing impaired adopted by Institute

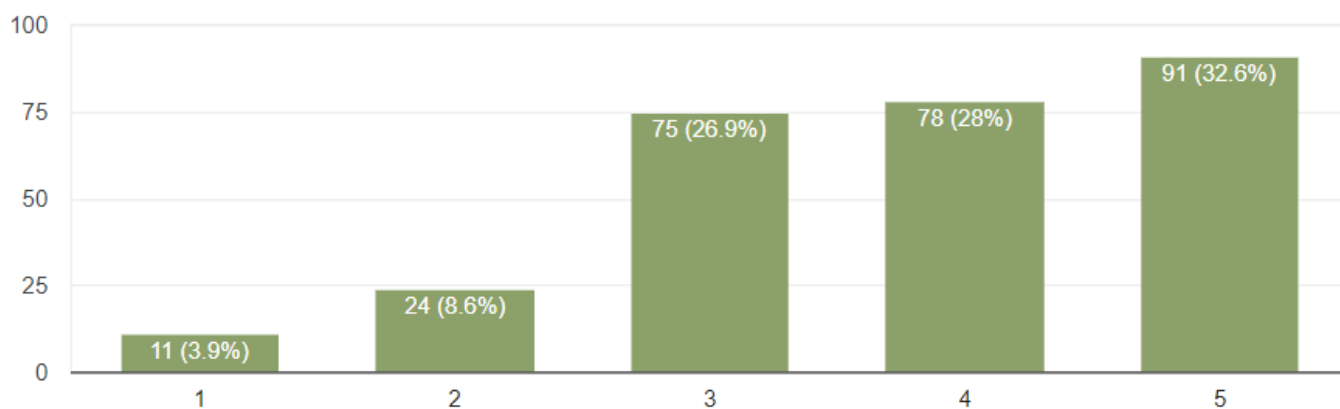


Figure 4: Facilities for the specially abled in the Institute

Observation: The students and staff almost 33% of the respondents found practices to be Excellent (Rating of 5); whereas almost 28% of the respondents found practices to be Very Good (Rating of 4); and 27% of the respondents found practices to be Good (Rating of 3).

Inference: Though the majority responses are for 'Excellent – Rating 5' are less than 50% thus this shows that the practices adopted for the said section **require improvement.**

6. Documentation

6.1 Facilities analysis

⇒ Horizontal circulation

- **Eleven nos. of Ramps** at the entrance of the BMP BLOCK, Old Admin Block, Library, Main block, RUSA Block, MCA Block and Hostel
- **Wide passages more than 8'** sufficient enough for two-way circulation in outdoor areas
- **Non-slippery materials** being used for outdoor and indoor areas
- **Wide secondary points of access** inside the building blocks



Plate 4: Ramps with handrails on both sides and non-slippery material, appropriate slope fair enough for wheelchair access without any inconvenience



Plate 5: Non-slippery flooring material used at the main entrance and inside the premises



Plate 6: Wide roadways inside the premises



Plate 7: Wide access with steps made of non-slippery materials, handrail as and when required



Plate 8: Wide corridors (Measured on site) with on all floors sufficient for fire and life safety measure

➤ Medical facilities

- **First aid** in Main Block
- **Health centre** in Main Block
- **One wheelchair** in Main Block
- **One stretcher** in Main Block

➤ Vertical circulation

- ***Eighteen nos. of staircase blocks*** in BMP Block, Old Admin Block, Library, Main block, RUSA Block, MBA Block, MCA Block and Hostel
- ***Three nos. of Lifts*** for vertical circulation in BMP Block, Main Block and Hostel
- ***Low height risers*** in the staircases equipped with proper furnishing

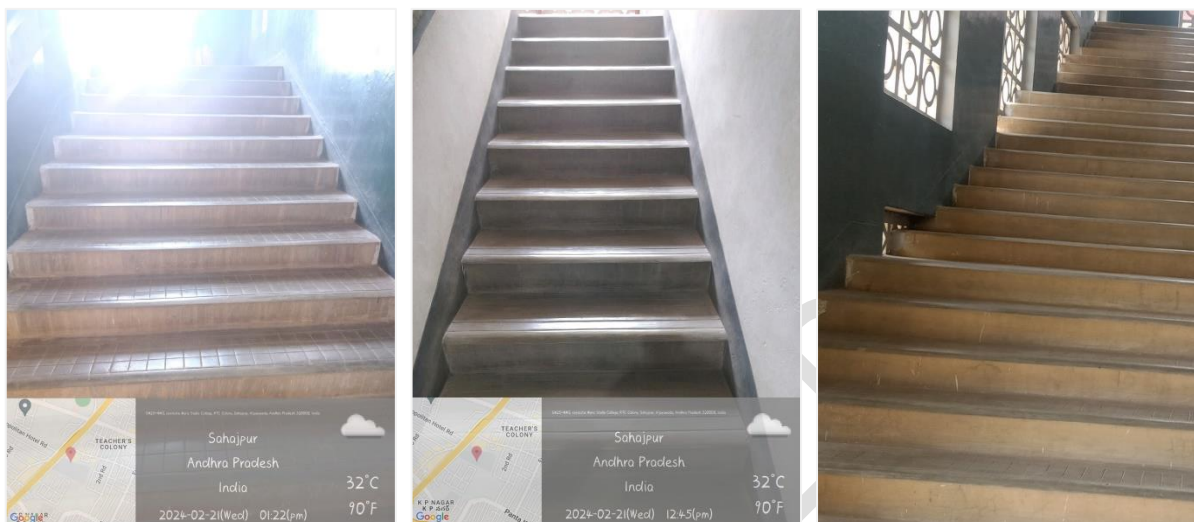


Plate 9: Staircase with non-slippery material



Plate 10: Staircase with handrail



Plate 11: Lifts for vertical circulation

➤ Additional facilities

- **One help desk for PwD** in BMP Block
- **Thirty-three CCTV cameras** in Main block and hostel
- **One hundred and ninety IP Cameras** in BMP Block, Old Admin Block, Library Block, Main Block, RUSA Building, MBA Block, MCA Block, Canteen, PG Block, Play Ground, Campus and Hostel
- **Resting places designed in outdoor and indoor areas**



Plate 12: Toilets for the specially abled

6.2 Survey of the specially abled persons

The documented data below shows the nos. of the stakeholders that are specially abled, it is purely based on the information shared by the Institute.

S. No.	Type	Particulars	Nos. of staff member	Nos. of students
1	Visual Disability	Blindness	0	0
		Low-Vision	0	0
2	Hearing Disability	Deaf	0	0
		Hard of Hearing	0	0
3	Intellectual Disability	Specific Learning Disability	0	0
		Autism Spectrum Disorder	0	0
4	Physically challenged		0	0

Table 3: Details of the specially abled populace in premises

The above data reflects that no such staff member is available.

7. Suggestion

7.1 Section-wise suggestions by external team

The following suggestions are ***not an urgent priority*** and **can be executed in 5 years from the date of the Report submission.**

- ➔ **(Horizontal Circulation) Design up gradation for Inclusive premises**
 - Tactile flooring in outdoor and indoor areas
 - Signages in braille for visually impaired
- ➔ **(Vertical Circulation) Design up gradation for Inclusive premises**
 - Tactile tiles on staircases
- ➔ **Medical facilities**
 - Ambulance round the clock for in and around campus (Extended to outdoor areas as well in case of emergency situations)
- ➔ **Additional facilities**
 - Display boards with all emergency contact nos.
 - Signages – Display boards – Signposts about Site and building access in multiple forms (Standard, electronic, large print, Braille)
 - Parking allotment for the PwD
- ➔ **Assistive technology and facilities**
 - Study information/materials provided in multiple forms (Standard, electronic, large print, Braille)
 - A dedicated Centre for Assistive Technology and Innovation (CATI) at the Institute
 - Library book-racks oriented in such a way that facilitates easy movement of wheelchairs.

7.2 Stakeholder suggestion as per survey

The following suggestions were provided by the stakeholders as part of the survey exercise.

- ➔ Equal rights and opportunity, treatment to differently abled
- ➔ Engage with positive conversations through motivational sessions and extra care
- ➔ More signages to be used
- ➔ For visually impaired college provide scribe in exam
- ➔ Offering sign language interpreters, special classes, voice recorded lessors/ notes and captioning services for students who are hearing impaired have difficulty attending classes in person.

DETAILED REPORT

8. Compilation

The study is based on the data collected, analyzed, rechecked, and confirmed through multiple modes. For the quality study, some standards/ notes have been referred to. These are listed and noted below. However, no direct references have been used anywhere. These are used as a base to analyze and study the data collected.

- ⇒ Disability Cornwall& Isles of Scilly.
- ⇒ IGBC Green Existing Buildings – Operation & Maintenance (O&M) Rating system, Pilot version, Abridged Reference Guide, April 2013
- ⇒ Used only for understanding Universal design - Universal Accessibility Guidelines for Pedestrian, Non-motorized vehicle and Public Transport Infrastructure – Report guidelines by Samarthyam (National center for Accessible Environments) – an initiative supported by Shakti Sustainable Energy Foundation and www.umassd.edu
- ⇒ Accessibility study <https://www.washington.edu/>
- ⇒ Basic concepts
<https://vikaspedia.in/education/parents-corner/guidelines-for-parents-of-children-with-disabilities/types-of-disabilities>

