

Staircase Sliding

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Abstract— In our concept is used to visually challenged, physically disability & commonly use to all people.

I INTRODUCTION

The sliding door is made by wood (or) aluminium. To reduce cost and more usable .the sliding door may be fixed in first step that means top step of staircase. The sliding door of weight lifting capacity is 1000 kg. It is shutter model sliding door. It cannot occupy more space. It is placed inside of sub-structure in the stair case is fixed a rod on both ends to avoid the elevation of sliding doors. The sliding door is made by height of stair case because the stair case size is different. The preparations of sliding door made by metal means using shaft and ball bearing and mainly cylindrical shaft to provide both end of the bearing and shaft both ends fix the teflon bush to reduced to avoid the friction. the thickness of the wood is 2” inches. The sliding door size may vary according to space. The sliding door is applicable in constructed house. To reduce cost and not to disturb the building structure. The sliding door may be extended up to required distance the sliding door is made by rough surface to avoid downward force and accidents. Also included a hand bar of the sliding door. The sliding door is made of wood or metal to connect a rod or a piece of metal. The sliding door is connected by shunk drill. Using metal as same will follow the method of shunk drill. Sliding door moving semi automatic by lever system. The lever is connected the bearing and shaft to lift down the sliding door. in our sliding door of the bottom using magnet to stable position the sliding door is vary from shape and size of stair case. in case sliding door is automatic means during power cut time the sliding door may not work so we prepare semi automatic and fully automatic.

Census:[5] In world population (Aug2016)- 7.4(Mar2017)

7.5 Billion People.

Disability Person in World: 21,906,769(2.1%)

India Population: (1.34 Billion People)-March 10, 2017.

Total Male-69.6 Crore

II PERSON IN INDIA DISABILITY

- 21 Million People.
- Polution (2.1%)
- 12.6 Million People-Male
- 9.3 Million People –Female
- Tamil Nadu (Female>Male)

Rules in governments per government rule the government should provide facility of building for handicaps & blind candidates (compulsory) any other

alternate arrangement provide compulsory (responsible to builders) please take what you have learned today, pass it use it and remember that ongoing support is available through source America as you continue your journal, learning to be a “change agent “on behalf of people with significant disabilities.

Old Census

So far the data released from Census 2011 pertained to House listing and Housing Census Primary Census Abstract (PCA) covering final results on total population, SC, ST population, Literates, Workers, non-workers and categories of economic activity by sex and residen PCA on Slums and Houseless Population.PCA for Scheduled Castes and Scheduled Tribes Age Data in five-years age groups and single-year age returns The present set of results pertains to data collected in the Census 2011 on disability Information on disability of individuals was collected during the Population Enumeration phase of Census 2011 through ‘Household Schedule’. Similar information was collected during 2001 census also. Information for individuals residing in ‘Normal Institutional and House less ’house hold was collected. [2] The table C-20- ‘Disabled by age-group and type of disability’ has been generated on the basis of processing 100% Census Schedules. [5]

Note: The figures exclude the population of Mao Maram, Paomata and Purul sub-divisions of Senapati district of Manipur

- The question on disability was canvassed in all the Censuses since 1872 to 1931
- The question on disability was not canvassed in the Censuses from 1941 to 1971
 - In Census 1981, information on three types of disability was collected
 - The question was dropped in Census 1991
 - In Census 2001, the question was again included and information on five types of disability was collected

In Census 2011 information on eight types of disability has been collected Access to communication and information Signs, public address systems, the Internet, telephones, and many other communication media are oriented toward people who can hear, see and use their hands easily. Making these media accessible to people with disabilities can take some creativity and ingenuity. Dimensions and anthropometrics for children ages 12 and under. To date, the guidelines have not been adopted by the Department of

Justice and, therefore, remain advisory. Planning and Design Requirements Section 504 and IDEA contain two concepts that affect the planning and design of facilities used by students with disabilities. The first concept—appropriate education—requires that schools provide all students receiving special education services with an individualized education program (IEP). The IEP specifies the levels of performance, goals, and educational services to be provided and the extent to which students will participate in general education programs. Appropriate education has no statutory or regulatory definition and is, therefore, decided on a case-by-case basis. Court decisions and other rulings suggest a two-part analysis can be made to determine appropriateness: Were the procedural requirements set forth in IDEA met, and did the IEP benefit the student? 2 Planning and Designing for Students with Disabilities National Clearinghouse for Educational Facilities 1090 Vermont Avenue, N.W., Suite 700, Washington, D.C. 20005-4905 (888) 552-0624 www.edu.facilities.org [4] The second concept—least restrictive environment— requires students with disabilities to be placed where they can obtain the best education at the least distance from mainstream education programs. To the maximum extent possible, they must be educated with nondisabled students. Students with disabilities who are not initially placed in the public school



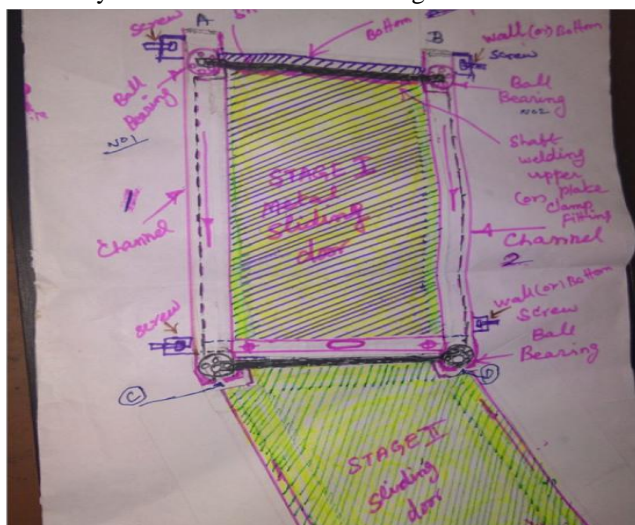
district or in a general education public school should be integrated into the appropriate public school as soon as possible.

The interpretation of federal regulations concerning the proper placement of students with disabilities has changed. Placements acceptable in the 1970s and 1980s are now considered too restrictive. Many students who previously would have been placed outside the general education classroom, their neighbourhood school, or even

their public school district have been moved to less restrictive environments. More students with disabilities have become the primary responsibility of the general education classroom teacher. In its most recent report to Congress on the implementation of IDEA, the U.S. Department of Education reported that between the 1988-89 and 1997-98 school years the number of disabled children spending 80 to 100 percent of their instructional time in the general education classroom grew from 30 to 46 percent, while the number of students placed in separate public or private facilities dropped from 5 to 3 percent (Office of Special Education Programs 2000, table AB8). Placing more severely disabled students in general education elementary and secondary schools and classrooms has tended to improve the overall quality of education because special education traditionally has been characterized by the best in educational techniques and methods. These attributes include early and continuous intervention, individualized education programs, parent involvement, in-service training, differentiated staffing, and interagency cooperation, which, by virtue of being integrated into the general education setting, are having the residual effect of improving general education programs.

Planning and Design Principles the following planning and designing principles should be considered when building or renovating school facilities. Provide versatile classroom spaces. Classrooms that provide a variety of choices in the physical environment are preferable for all educational programs but are indispensable for meeting the wide range of educational requirements for students with disabilities and for helping become successful learners. For example, students with attention deficit disorders and emotional disabilities often require greater physical and acoustical separation between activities to reduce distractions, making single-space classrooms inadequate for their needs. A more appropriate arrangement consists of a large common classroom area, an alcove off the classroom, and a small room adjacent to the classroom that is acoustically isolated but visible from the common classroom area. Varied ceiling heights can further define separations and help control sound from one space into another. An alcove adjacent to a classroom, for example, could have a different ceiling height than the main space. Modular furniture can also provide versatility. Student worktables that can be combined or separated to support a variety of activities such as individual work, small group projects, and full class discussions are particularly useful. Data outlets should be located throughout instructional spaces, not clustered. This arrangement provides maximum flexibility for using instructional technology. Versatility should not be confused with flexibility, which, while good in concept, often results in generic, single space classrooms with uniform ceiling heights, lighting, and acoustics. While such “flexible” spaces may accommodate many functions, they do not serve any one [4] function well. Versatility, on the other hand, makes a

commitment to providing greater variety in the classroom’s physical environment and, in practice, provides the most flexibility for both teaching and learning.



- [1] <http://www.edfacilities.org>
- [2] <http://www.access-board.gov/play/finalrule.htm>
- [3] <http://www.ed.gov/offices/OSERS/OSEP>
- [4] www.wikipedia.com
- [5] www.census.com

Use universal design. In schools, universal design means accommodating to the maximum important it takes them to proceed from one location to another can be significantly greater than for nondisabled students. Physical education, music, art, the library, food services, and elevators should be centrally located and never placed at the far ends of the building. Multi-story buildings may require more than one elevator to provide reasonable travel distances for disabled students. Integrate general and special education programs. Special education spaces should not be clustered or isolated in a single area of the building. While some special education functions clearly need to be adjacent or in proximity to one another, the balance should be dispersed throughout the school (while keeping travel distances in mind). Administrative spaces, teachers’ planning rooms, dining, and lounge areas should serve both general and special education staff. Provide for parental involvement. While parental involvement is important for all students.

REFERENCE

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