Name of the Place/Site village, city: DYP college of Management, Nerul, Navi Mumbai.

Name of the collaborating agency: Ar. Sanjiv Dongre. 9167773301

Co-ordinated by: Ar. Swati Vaidya, Ar. Rajdatta Dewang

Dates of visit: 21st December, 2018

Purpose of the visit: Study of unique construction methodology in steel and concrete with interaction with consultant, architects and constructor.

-

SITE VISIT EVENT -9

Hemant Joshi Dec 19, 2018, 4:10 PM

Sir,I world like to send programme of site tour to participants. 1.When and where we will assemble.2. W briefing? 3. How

arun Purandare <purandarean@gmail.com> Dec 20, 2018, 11:19 AM

to me

The assembly point is parking in the Stadium by 10.15am.The Arch.presentation by Prof. Sanjiv Dongre, followed by Dr. Purandare on stuctural aspects. Together about 30/35 minutes. This will be followed by site visit of 1/1.5 hrs. The group can leave therafter.

Thank you for the information.

Noted with thanks.

Noted.

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Photographs

Name of the Place/Site village, city: Godrej RMC plant, Nanded phata, Sinhgad road, Dhayari, Pune

Name of the collaborating agency: Godrej Pvt. Ltd.

Co-ordinated by: Ar. Jayalaxmi Deshmukh, Ar. Sudhir Deshpande, Ar. Rajdatta Dewang

Dates of visit: 27th and 28th January, 2019

Purpose of the visit: Study of preparation, transportation and quality testing of Ready Mix Concrete

Reason for selection of this site:

The topic was studied to analyse and study of preparation, transportation and quality testing of Ready Mix Concrete. The above mentioned project was suitable to decode the topic in terms of our proposed objectives. The Godrej RMC plant is well known for production of Quality ready mix concrete and also it is certified plant for different typed quality testing and quality products. Godrej RMC plant takes a systematic approach right from inventory of raw material to transportation of final product. The main plant is situated at Hadapsar. Due to busy schedule we got an opportunity to visit the allied plant on Sinhgad road. The processes and checking schedules were systematic therefore, it was a good site to study and understand ready mix concrete topic comprehensively. Even we received some good contacts for arranging this visit very systematically.

Summary of the inputs given before site visit (500-600 words)

The topic theory at introductory part was told to students at classrooms only. They were needed to correlate and find out some alternative mechanisms in the project. The therotical part included topics like need of RMC concrete, proportions, mixing, tranportations through transit trucks, environmental considerations in manufacturing processes, batching, scheduling, testing, components involved like buckets, vonveyor belts, mixer, grinders, advantages, limitations, cosing involved, market purchase rating analysis, strength of concrete loads, and many more.

Summary of the visit: (500-1000 words)

We started with correlative theory and observatory input by the core faculty to initiate the site visit. Then the field engineer explained us the whole project design by moving around right from entrance to exit. Also they explained the stages of manufacturing, testing schedules, capacity of the plant, storages of new products and raw material, site office design and arrangement. Then we segregated into two groups to learn and observe functions and components. Each group was assisted with field engineer and core faculty members. Students actually visited to every area of RMC plant and asked various queries to the engineer and faculty. Engineers also explained the structural attributes of RMC to be achieved as per the norms and faculties supported the data with on site sketches to the students to understand the mechanism. The duration for this site visit was around 2 hours. At the last phase the project engineer Mr. Basudeo communicated with students and explained them the functioning and suitable space and qualitative checks to be done in RMC manufacturing.

It was very insightful session for the students.

Highlights (major learnings) - (500-600 words)

- Separate entrances for pedestrian & transit mixer trucks
- Allied departments are separated & coordination was at a good level
- Quality tests gets performed as per IS standards.
- Weighing Bridge is proposed at the exit area.
- Provision of safety helmets & jackets as per standard color codes
- Functioning components like silos, batch mixer, conveyor belt for aggregates, compressor room for automated cement pumping are planned effectively
- Admixture I.e. ether based & napthalon based tanks are separately planned with pumps and measuring scale
- Mixing procedure gets initiated with automated system & respective inward, outward invoices gets printed
- Per day mixer capacity - 300m3, 6m3 - 10 minutes mixing time
- Wastage from mixing gets reused for preparation of cement brick, blocks, bedding concrete
- Waste water also gets reused for washing the aggregates and for mixing
- Seperate area provided for waste storage
- Focus on green concrete by the use of Fly ash, GGBS gets used with ordinary portland cement to reduce cement quantity
- Produces special concrete such as free flowing concrete, self compaction concrete, coloured concrete, stamped concrete, pervious concrete
- Tests like Cube compression test, slump cone tests to be taken at manufacturing plant as well as on proposed site
- Provision of curing tank should be provided with respective date, batch & grade markings on cubes
- Quality checks to be done before application
- Care should be taken at storage areas
- Minimum wastage should be there and it has to be recycled
- Water recycling could be induced
- Processing unit plan should be effective & ready with required database
- Safety norms to be followed strictly
- Travelling time should be less than 3 hours
- Seperate parking & circulation space should be provided for transit trucks

Students Participants – Second year Batches – Orange and Green batches- Academic Year – 2018-2019

Sr. No.	Name of the Student	Year
Y1	Adwani Lata	Second year – Green batch
Y2	Alizar Rutika	
Y3	Bafna Akshay	
Y4	Barai Simran	
Y5	Batra Bhavya	
Y6	Bhandari Jay	
Y7	Bhonsale Chaitanya	
Y8	Borawake Ankit	
Y9	Dhawale Pallavi	
Y10	Gujalwar Shriya	
Y11	Ghawalkar Atharva	
Y12	Ghodke Nishad	
Y13	Jadhav Pratik	
Y14	Jadhav Twinkle	
Y15	Jangam Abhineet	
Y16	Kangankar Kunal	
Y17	Karad Kanchan	
Y18	Kochar Siddhant	
Y19	Kripalani Harsha	
Y20	Meshram Mayur	
Y21	More Darshan	
Y22	Pareira Raunaq	
Y23	Patil Mithila	
Y24	Patil Rajat	
Y25	Ramani Sanket	
Y26	Raskar Amay	
Y27	Rathod Tanish	
Y28	Suthar Purushottam	
Y29	Shah Amruta	
Y30	Singoure Arya	
Y31	Thakkar Naman	
Y32	Uttarkar Priyanka	

Y33	Taori Gopal	

Sr. No.	Name of the Student	Year
R1	Aeram Akansh	Second year – Orange batch
R2	Bagad Rutuja	
R3	Badjate Aishwarya	
R4	Bhadale Akshata	
R5	Bhandarkar Gehini	
R6	Bhat Vaishnavi	
R7	Bhandari Yash	
R8	Bhattad Aachal	
R9	Bhonsale Divyesh	
R10	Bombale Aishwarya	
R11	Chhallani Yash	
R12	Chavan Abhishek	
R13	Doshi Reva	
R14	Dwivedi Pragati	
R15	Gupta Riddhi	
R16	Gore Yash	
R17	Hiray Tanmayee	
R18	Jagad Poojal	
R19	Jain Niket	
R20	Kapuswala Khadija	
R21	Khaire Harshda	
R22	Khunte Aishwarya	
R23	Killedar Rujuta	
R24	Kshirsagar Jaidev	
R25	Kondhalkar Anand	
R26	Mannikar Chinmay	
R27	Nimbalkar Shivanjali	
R28	Rathod Neev	
R29	Sethia Roshni	
R30	Shah Parth	
R31	Shah Piyush	
R32	Shewale Nishigandha	

R33		Shinde Vedika	
R34		Tayade Aniket	
R35		Tungar Manas	
R36			

Photographs

Name of the Place/Site village, city: Alfa façade factory, Kondhwa, Pune

Name of the collaborating agency: Alfa Facade

Co-ordinated by: Ar. Jayalaxmi Deshmukh, Ar. Sudhir Deshpande, Ar. Rajdatta Dewang

Dates of visit: 11th and 12th March, 2019

Purpose of the visit: Study of types of windows, assembly fixing, glass facades

Reason for selection of this site:

The topic was studied to analyse and study of types of windows, assembly fixing, glass facades**.** The above mentioned project was suitable to decode the topic in terms of our proposed objectives. The alfa facade is well known for production of Alumium windows, glass facades, curtain walls and other window components and products. This plant includes a total solution right from selection of window type, manufacturing, transportation and then onsite execution. The processes and checking schedules were systematic therefore, it was a good site to study and understand topic comprehensively. Even we received some good contacts for arranging this visit very systematically.

Summary of the inputs given before site visit (500-600 words)

The topic theory at introductory part was told to students at classrooms only. They were needed to correlate and find out some alternative mechanisms in the project. The therotical part included topics like types of windows s per use, selection, assembling and fixing, different types of envelopes, hinges, sealants, locking systems, sound proofing treatments, thermal insulation layers, costing and civil arrangement for fixing the whole assembly on site and many more.

Summary of the visit: (500-1000 words)

We started with correlative theory and observatory input by the core faculty to initiate the site visit. Then the field engineer explained us the whole project design by moving around right from entrance to exit. Also they explained the stages of manufacturing, testing schedules, capacity of the plant, storages of new products and raw material, site office design, factory, showroom arrangement. Then we segregated into two groups to learn and observe functions and components. Each group was assisted with field engineer and core faculty members. Students actually visited to every area of alfa façade plant and asked various queries to the engineer and faculty. Engineers also explained the structural and environmental attributes to be tackled in window design as per the norms and faculties supported the data with on site sketches to the students to understand the mechanism. The duration for this site visit was around 2 hours. At the last phase the project engineer Mr. Shinde communicated with students and explained them the functioning, selection and suitability, limitations and advantages and qualitative checks to be done window manufacturing, designing and execution. It was very insightful session for the students.

Highlights (major learnings) - (500-600 words)

- Learned and observed different types of windows as per tracks, shutters, size, fixing levels.
- Types and thicknesses of glass available in market, people preferences

- Quality tests gets performed as per IS standards.
- Learned and detailed observed of assembly fixing with allied component like locks, press buttons, tracks, sealants, handles etc.
- Learned sound proofing and thermal proof arrangements in window design
- Also inquired about the structural attributes for taking wind loads and shear pressure
- Minimum wastage should be there and it has to be recycled
- Proceeses like smoothning of glass, aluminium, cutting, polishing
- Processing unit plan should be effective & ready with required database
- Safety norms to be followed strictly
- Travelling and storage space for manufactured products and raw material

Students Participants – Second year Batches – Orange and Green batches- Academic Year – 2018-2019

Sr. No.	Name of the Student	Year
Y1	Adwani Lata	**Second year – Green batch**
Y2	Alizar Rutika	
Y3	Bafna Akshay	
Y4	Barai Simran	
Y5	Batra Bhavya	
Y6	Bhandari Jay	
Y7	Bhonsale Chaitanya	
Y8	Borawake Ankit	
Y9	Dhawale Pallavi	
Y10	Gujalwar Shriya	
Y11	Ghawalkar Atharva	
Y12	Ghodke Nishad	
Y13	Jadhav Pratik	
Y14	Jadhav Twinkle	
Y15	Jangam Abhineet	
Y16	Kangankar Kunal	
Y17	Karad Kanchan	
Y18	Kochar Siddhant	
Y19	Kripalani Harsha	
Y20	Meshram Mayur	
Y21	More Darshan	
Y22	Pareira Raunaq	
Y23	Patil Mithila	
Y24	Patil Rajat	

Y25	Ramani Sanket	
Y26	Raskar Amay	
Y27	Rathod Tanish	
Y28	Suthar Purushottam	
Y29	Shah Amruta	
Y30	Singoure Arya	
Y31	Thakkar Naman	
Y32	Uttarkar Priyanka	
Y33	Taori Gopal	

Sr. No.	Name of the Student	Year
R1	Aeram Akansh	**Third year – Red batch**
R2	Bagad Rutuja	
R3	Badjate Aishwarya	
R4	Bhadale Akshata	
R5	Bhandarkar Gehini	
R6	Bhat Vaishnavi	
R7	Bhandari Yash	
R8	Bhattad Aachal	
R9	Bhonsale Divyesh	
R10	Bombale Aishwarya	
R11	Chhallani Yash	
R12	Chavan Abhishek	
R13	Doshi Reva	
R14	Dwivedi Pragati	
R15	Gupta Riddhi	
R16	Gore Yash	
R17	Hiray Tanmayee	
R18	Jagad Poojal	
R19	Jain Niket	
R20	Kapuswala Khadija	
R21	Khaire Harshda	
R22	Khunte Aishwarya	
R23	Killedar Rujuta	
R24	Kshirsagar Jaidev	

R25		Kondhalkar Anand		
R26		Mannikar Chinmay		
R27		Nimbalkar Shivanjali		
R28		Rathod Neev		
R29		Sethia Roshni		
R30		Shah Parth		
R31		Shah Piyush		
R32		Shewale Nishigandha		
R33		Shinde Vedika		
R34		Tayade Aniket		
R35		Tungar Manas		
R36				

Photographs

Name of the Place/Site village, city: Paj Pandhari, Maharahtra

Name of the collaborating agency: Settlement Study

Co-ordinated by: Abhang K ,Divya M, Harshal K, Mayukh G

Dates of visit: 23rd Nov – 26th Nov 2018

Purpose of the visit: Settlement study Documentation

Reason for selection of this site: (250-300 words)

Based on budgetary restrictions, Hours of travel, Paj Pandhari was chosen in comparison to two other options. The aim was to choose a settlement based on an occupation. Paj Pandhari is a fisherman's village close to Harnai – one of the largest fish auction beaches in the region.

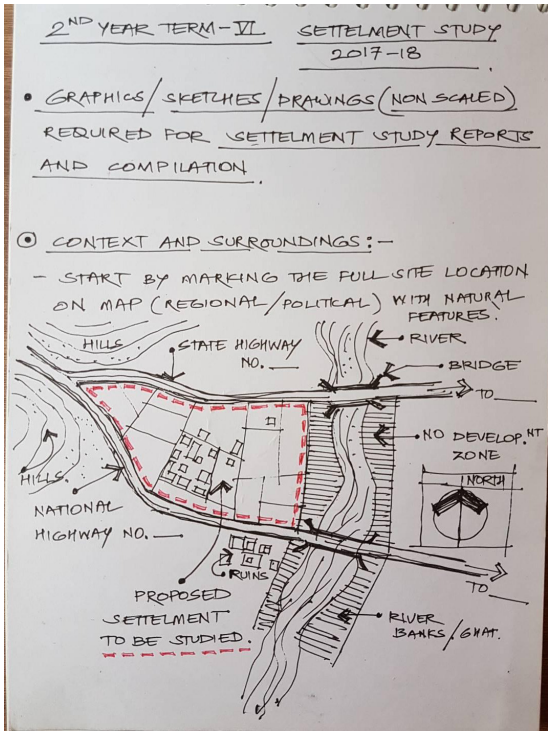
Settlement study pros and cons

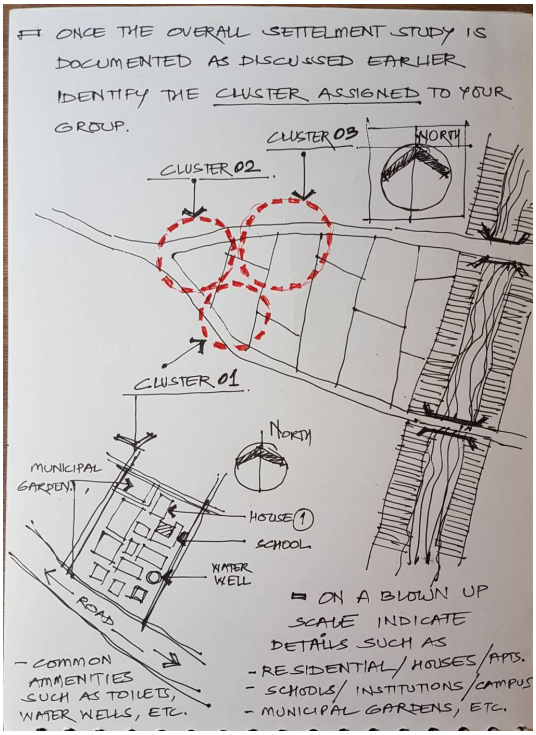
Location	Character of the settlement	Intent	Effect on the projects		Finance	Notes	Religious structure to be documented	Preference
			Short	Long				
Dapoli - Harnai	Turtle festival, Caste based streets, Panjpandhari - Christians, Muslims, Hindu all live together, Fishermen's Village	Caste based division within the settlement, Occupation based settlement	Residence- occupational character carry forward and Laterite stone	Orphanage with allied activities for financial sustainability	6600	Dapoli as base. An hours travel to Anjarle, need to walk to settlement (10-15 mins), will have to eat at Bhojanalay no restaurants around, no toilets within the house, traditional fish markets/ vegetable options, fish auctions	Sri Durga Devi Temple, Dapoli	1
Dapoli - Anjarle (Panchpandhari)	Fishermen's village	Caste based division within the settlement	Information centre for Turtle festival	School/ Resort	6600	Dapoli/ Anjarle as base. An hours travel to Harne, need to walk to settlement (10-15 mins), will have to eat at Bhojanalay no restaurants around.	Sri Durga Devi Temple, Dapoli	2
Alibaug - Revdanda	Revdanda Fort		Residence- for future homestays	Resort	6700	Shorter Travel time		3
Sawantwadi - Kudal	Wooden toys Artisans		Residence - for Artisans- Based on Bamboo/ Laterite construction	Primary School	8000	Sawantwadi as base		

A preference Chart made to help us make a decision.

Summary of the inputs given before site visit (500-600 words)

A presentation on how to document, division of the study area, student teams were all explained and announced before the visit. Dos and Donts, Protocol for the study was explained and sent to the students via email and through a pre-visit presentation.





Screenshots from the presentation

Summary of the visit: (500-1000 words)

Intent of the documentation and settlement study was to document, understand and study an occupation based settlement. Paj-pandhari is a fishermen's settlement at the edge of the coastal town of Dapoli, Maharashtra.

The settlement was documented in six separate parts for the ease of measurements and recording information. Each of the parts was taken up by a student group of 12-13 students each.

The students interacted, analysed, measured the settlement thoroughly. As a part of the settlement study a temple – "Sri Durga Devi Temple" at Murud was documented alongside the settlement.

Both the explorations Long, short smaller esquisses were based on the understanding and study of the settlement study documentation.

Highlights (major learnings) - (500-600 words)

Students had an opportunity to study and analyze a fishermen's village, its evolution, how the occupation has impacted spaces, dwellings, design etc.

The aim of the study was to sensitize the students to different construction techniques, evolution of settlements, multifunctional spaces, user specific design, occupation based settlements and design etc.

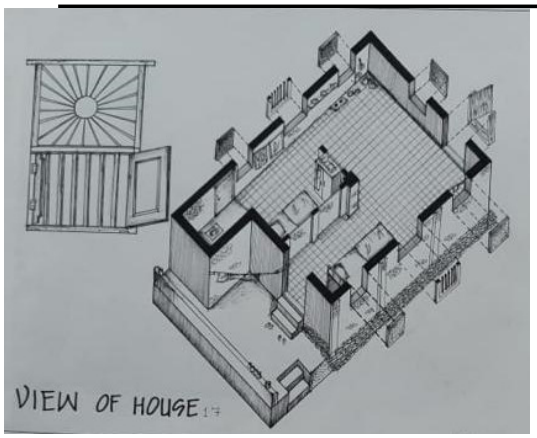
This exposure and sensitization helped them come up with thoughtful design interventions in the coming semester.

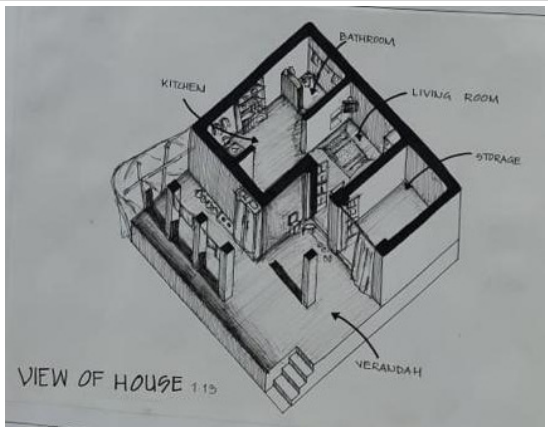
Students Participants

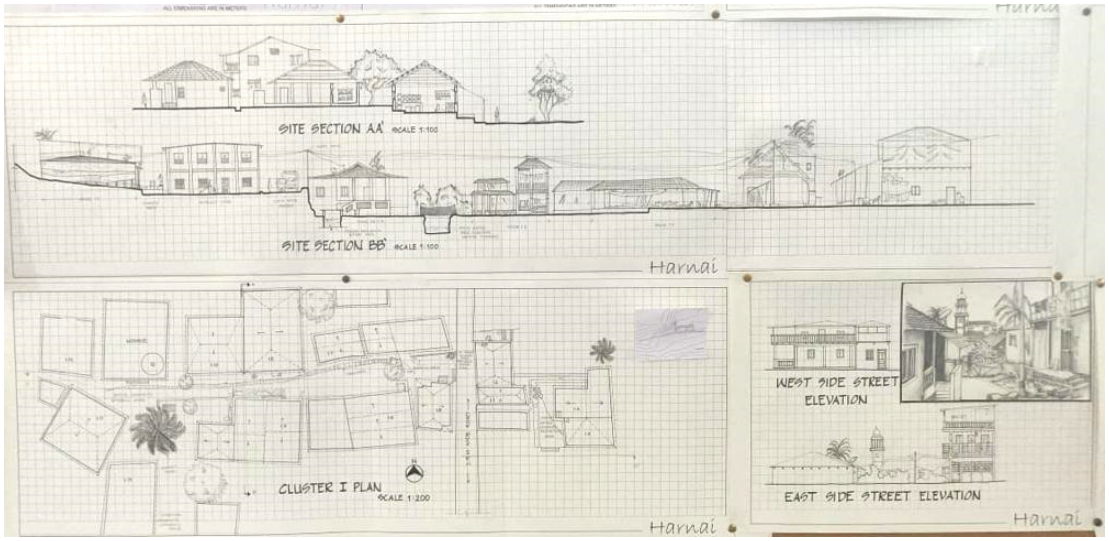
Sr.No	Name of the Student	Year
1	Adwani Lata	2nd Year
2	Aeram Akansh	2nd Year
3	Alizar Rutika	2nd Year
4	Badjate Aishwarya	2nd Year
5	Bafna Akshay	2nd Year
6	Bagad Rutuja	2nd Year
7	Barai Simran	2nd Year
8	Batra Bhavya	2nd Year
9	Bhadale Akshata	2nd Year
10	Bhandari Jay	2nd Year
11	Bhandari Yash	2nd Year
12	Bhandarkar Gehini	2nd Year
13	Bhat Vaishnavi	2nd Year
14	Bhattad Aachal	2nd Year
15	Bhonsale Chaitanya	2nd Year
16	Bhonsale Divyesh	2nd Year
17	Bombale Aishwarya	2nd Year
18	Borawake Ankit	2nd Year
19	Chavan Abhishek	2nd Year
20	Chhallani Yash	2nd Year
21	Dhawale Pallavi	2nd Year
22	Doshi Reva	2nd Year
23	Dwivedi Pragati	2nd Year
24	Ghawalkar Atharva	2nd Year
25	Gore Yash	2nd Year
26	Gujalwar Shriya	2nd Year
27	Gupta Riddhi	2nd Year
28	Hiray Tanmayee	2nd Year
29	Jadhav Pratik	2nd Year
30	Jadhav Twinkle	2nd Year
31	Jagad Poojal	2nd Year
32	Jain Niket	2nd Year
33	Jangam Abhineet	2nd Year
34	Kale Anish	2nd Year
35	Kamble Shubham	2nd Year
36	Kangankar Kunal	2nd Year
37	Kapuswala Khadija	2nd Year
38	Karad Kanchan	2nd Year
39	Khaire Harshda	2nd Year
40	Khot Sourabh	2nd Year
41	Khunte Aishwarya	2nd Year
42	Killedar Rujuta	2nd Year

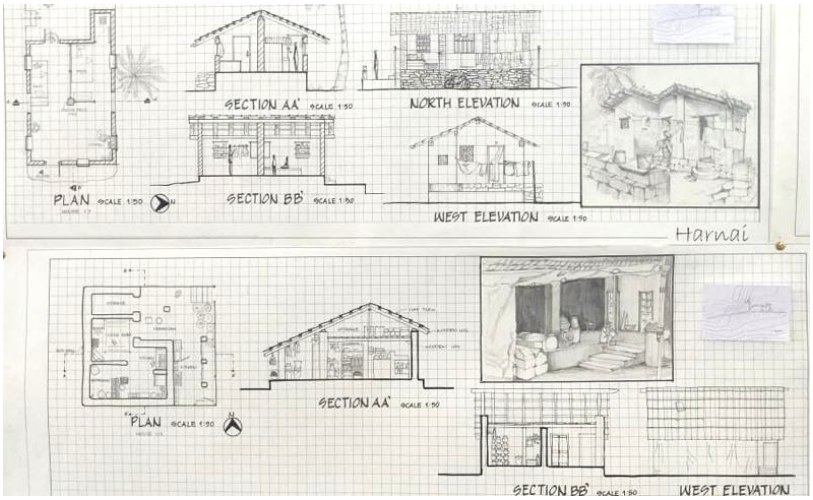
43	Kochar Siddhant	2nd Year
44	Kondhalkar Anand	2nd Year
45	Kripalani Harsha	2nd Year
46	Kshirsagar Jaidev	2nd Year
47	Mahanwar Sagar	2nd Year
48	Mannikar Chinmay	2nd Year
49	Merchant Saad	2nd Year
50	Meshram Mayur	2nd Year
51	More Darshan	2nd Year
52	Nimbalkar Shivanjali	2nd Year
53	Pareira Raunaq	2nd Year
54	Patel Tanishq	2nd Year
55	Patil Mithila	2nd Year
56	Patil Rajat	2nd Year
57	Ramani Sanket	2nd Year
58	Raskar Amay	2nd Year
59	Rathod Neev	2nd Year
60	Rathod Shivam	2nd Year
61	Rathod Tanish	2nd Year
62	Sethia Roshni	2nd Year
63	Shah Parth	2nd Year
64	Shah Piyush	2nd Year
65	Shewale Nishigandha	2nd Year
66	Shinde Vedika	2nd Year
67	Singoure Arya	2nd Year
68	Suryawanshi Praful	2nd Year
69	Suthar Purushottam	2nd Year
70	Taori Gopal	2nd Year
71	Tayade Aniket	2nd Year
72	Thakkar Naman	2nd Year
73	Tikale Minal	2nd Year
74	Tikule Hrishikesh	2nd Year
75	Tungar Manas	2nd Year
76	Uttarkar Priyanka	2nd Year
77	Wanave Bhakti	2nd Year

FIELD TRIPS


VIEW OF HOUSE 1:7


BATHROOM
KITCHEN
LIVING ROOM
STORAGE
VERANDAH
VIEW OF HOUSE 1:15


SITE SECTION AA' SCALE 1:100
SITE SECTION BB' SCALE 1:100
Harnai
CLUSTER I PLAN SCALE 1:200
Harnai
WEST SIDE STREET ELEVATION
EAST SIDE STREET ELEVATION
Harnai


SECTION AA' SCALE 1:50
NORTH ELEVATION SCALE 1:50
PLAN SCALE 1:50
SECTION BB' SCALE 1:50
WEST ELEVATION SCALE 1:50
Harnai
PLAN SCALE 1:50
SECTION AA' SCALE 1:50
SECTION BB' SCALE 1:50
WEST ELEVATION

Name of the Place/Site village, city: NIPHT- National Institute of Post Harvest Technology, Horiculture trraining Centre, Pune

Name of the collaborating agency: NA

Co-ordinated by: Abhang K ,Divya M, Harshal K, Mayukh G

Dates of visit: 18th Jan 2019

Purpose of the visit: Understanding an Institutional Campus Design, its elements, Zoning, space design, etc.

Reason for selection of this site: (250-300 words)

The NIPHT campus had similar spaces to the institutional Design Program the students had to design.

Summary of the inputs given before site visit (500-600 words)

A presentation on what to observe and instructions on case studies was passed on to the students. Some pictures of the campus were shown to the students.

A presentation on "How to do Case-studies" was also made to the students and shared via email. The students were instructed to move around in smaller groups guided by either faculty mentors or representatives of the campus.

Summary of the visit: (500-1000 words)

The students were all taken to the campus in a bus and a group of representatives from NIPHT took the students in groups of 20. A faculty member accompanied each group and guided on what to observe. The students were allowed to measure/ take pictures if required.

Highlights (major learnings) - (500-600 words)

The series of courtyards, open spaces in between built spaces, the volume proportions, zoning etc. helped the students understand space design better.

Photographs

Pictures of the NIPHT Campus

Name of the Place/Site village, city: COEP PLUBMING LAB, SHIVAJINAGAR, PUNE

Name of the collaborating agency: COEP ENGINEERING COLLEGE, PUNE

Co-ordinated by: (name of the faculty):- Ar. Jayalaxmi Deshmukh

Dates of visit: 4th August 2018-19

Purpose of the visit: To understand the plumbing & drainage supply system with single & double stack system

Reason for selection of this site: (250-300 words):-

Indian Plumbing Association is the apex body of plumbing professionals in India. Established in 1993, with the objective to promote development of plumbing and building services industry, IPA resolved to establish a world-class unique Plumbing Lab to showcase advance products and working modules to the plumbing fraternity.

Summary of the inputs given before site visit :-

We conducted the input for the topic with videos wherever required. For water supply we explained them by showing videos. To understand the plumbing & drainage layout as introduction we asked them to study their own residence. Then compile the all information with plumbing lab site visit photos ask them to present.

Summary of the visit:

After this site visit students were able to understood Sanitary fittings – Water Closets (Indian and European) Wash down, double syphonic , floor mounted , wall hung etc.

- Bidets
- Wash hand Basins, Bath- Tubs.
- Kitchen and laboratory sinks.
- Urinals.

Traps: their uses and functioning.

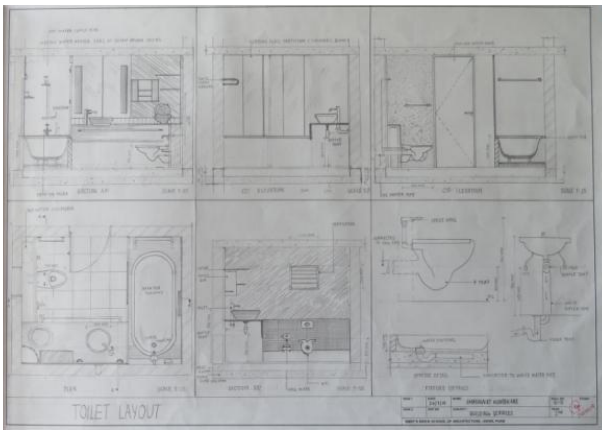
- ‘p’ , ‘s’ , and ‘q’ traps for Water Closets.
- Bottle traps, floor traps, gully traps, grease traps and disconnecting traps.

Pipes and piping network.

- Single and double stack systems.
- Materials of pipes – Cast iron , P.V.C. , A.C. Stoneware , R.C.C. etc. and their methods of jointing.
- Specials- Jointing and installations.
- Anti- Siphonage Pipes.

Highlights (major learnings) -

After this visit students understood plumbing & drainage piping systems with various fixtures & fittings. They came to know exact location & placements of fixtures. They were able to design toilet layout with different materials & fixtures very well.



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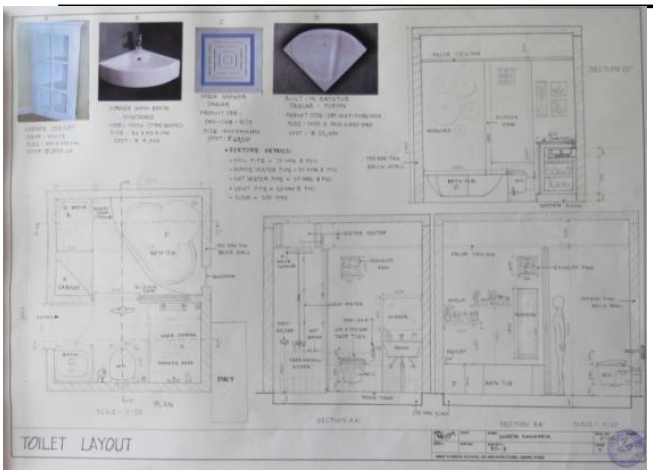
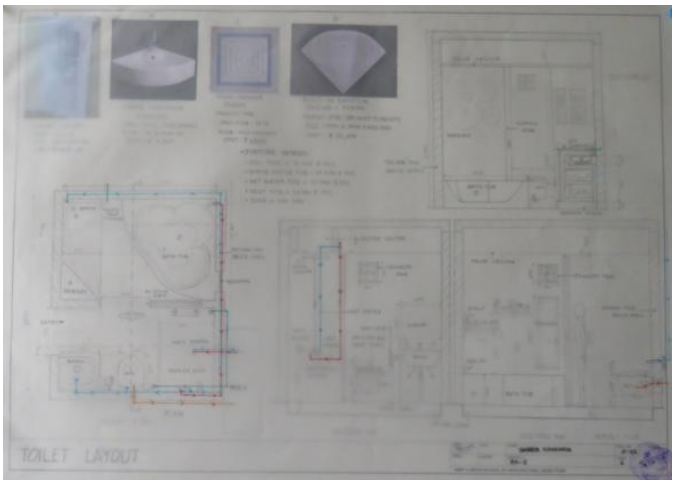




Students Participants

	NAME OF STUDENTS	YEAR 2018-19
G1	Agarwal **Nipun**	2ND
G2	Bajaj **Manokamna**	2ND
G3	Balani **Diven**	2ND
G4	Barde **Kaiwalya**	2ND
G5	Bhatter **Palak**	2ND
G6	Bhutada **Shrinidhi**	2ND
G7	Daule **Rutuja**	2ND
G8	Dighe **Yash**	2ND
G9	Georgi **Riya**	2ND
G10	Hake **Pranav**	2ND
G11	Jagtap **Isha**	2ND
G12	Jadhav **Hrishikesh**	2ND
G13	Kabra **Anuj**	2ND
G14	Kulkarni **Ruchir**	2ND
G15	Kumbhare **Shashwat**	2ND
G16	Lad **Atharva**	2ND
G17	Laddha **Urja**	2ND
G18	Lalwani **Jatin**	2ND
G19	Lalwani **Tanay**	2ND
G20	Lodha **Sejal**	2ND
G21	Nanekar **Pradyumna**	2ND
G22	Navlakha **Tanishqa**	2ND
G23	Oak **Akanksha**	2ND
G24	Pawar **Simran**	2ND
G25	Rathi **Vaishnavi**	2ND

G26	Sakore **Atharva**	2ND
G27	Shah **Rutu**	2ND
G28	Shergarwala **Zainab**	2ND
G29	Shimpi **Riya**	2ND
G30	Shinde **Apoorva**	2ND
G31	Shinde **Omkar**	2ND
G32	Talathi **Smeet**	2ND
G33	Thakkar **Ruchi**	2ND
G34	Vanarse **Achyut**	2ND
G35	Vanave **Mahesh**	2ND
G36	Rokade **Rrushali**	2ND
	NAME OF STUDENTS	YEAR 2018-19
O1	Agarwal Shivangi	2ND
O2	Anvikar Varun	2ND
O3	Babu Dhanyalaxmi	2ND
O4	Bhosale Pranav	2ND
O5	Bhutani Kashish	2ND
O6	Chaure Prasad	2ND
O7	Chavan Rutuja	2ND
O8	Cheekoti Vivek	2ND
O11	Deo Anushka	2ND
O12	Dhankawade Vishwaja	2ND
O13	Gadekar Rohit	2ND
O14	Gaikwad Rutik	2ND
O15	Gaikwad Shreya	2ND
O16	Gund Omkar	2ND
O18	Jadhav Shubham	2ND
O19	Jawalkar Tanmay	2ND
O20	Jose Tanya	2ND

FIELD TRIPS

O21	Kadam Nirupam	2ND
O22	Kankaria Shreya	2ND
O24	Khot Asmita	2ND
O25	Kulkarni Rucha	2ND
O27	Misal Karan	2ND
O29	Mundada Sakshi	2ND
O30	Mutha Garima	2ND
O31	Patel Rutveek	2ND
O32	Patil Aishwarya	2ND
O33	Rathi Amay	2ND
O34	Salvi Aryan	2ND
O35	Sawalkar Aditya	2ND
O36	Shinde Yash	2ND
O37	Tambi Rounak	2ND
O39	Kale Swagat	2ND

Photographs

Name of the Place/Site village, city: IUCCA, Pune University Campus and

Suzlon campus, Magarpatta, Pune

Name of the collaborating agency: BRICK, IUCCA, Suzlon

Co-ordinated by: Abhang Kamble, Prajakta Chakravarty, Suraj Bhunje, Rohit Potdar, Pankaj Bhagwatkar

Dates of visit: 7th, 8th June 2018 (IUCCA and Suzlon Campus)

Purpose of the visit: Site visit for Campus Design as a Case Study

Reason for selection of this site:

These campuses were chosen as Campus Design Case study because of their excellence in campus design and direct relation with the Long Exploration that the students were going to work on that semester. The exploration was a campus design for NIFT. National Institute of Fashion Design in Pune. Apart from its architectural value these buildings are a very good study on how to develop your concept and bring it to frution as a building for IUCCA. Whereas the Suzlon campus is an appropriate study of sustainability, eco-friendliness and environment conciousness.

Summary of the inputs given before site visit

An orientation lecture was held before leaving for these visits. Students were asked to source out architectural plans and study as much as possible about these structures beforehand. The idea was to make them prepared for studying the relevant aspects of these buildings during their visit. The intstructions were to particularly focus on the salient features of a campus typology building. They were encouraged to sketch out details, understand spaces by decribing them, measure important dimensions and also take photographs. Interviews with users of the building also helped them in better understanding of the intangible aspects.

FIELD TRIPS

Students Participants

Sr.No	Name of the Student	Year
1	AWASTHI ARCHIT	3rd Year
2	BANSAL PALAK	3rd Year
3	BELVALKAR NEEL	3rd Year
4	CHHAJED KAJAL	3rd Year
5	CHORDIA SAKSHEE	3rd Year
6	CHUMBLE SAMRUDDHI	3rd Year
7	DESHPANDE SIMRAN	3rd Year
8	DEVI SPANDAN	3rd Year
9	DHAPULE VRINDA	3rd Year
10	JAIN EKATVA	3rd Year
11	JAISWAL PURVA	3rd Year
12	KALE RAJSHREE	3rd Year
13	KAMBLE SONALI	3rd Year
14	KANADE ABHISHEK	3rd Year
15	MALU SHRREYA	3rd Year
16	MERCHANT JENISH	3rd Year
17	MAMPRETH ANNA	3rd Year
18	MEHTA AKSHAY	3rd Year
19	MENON SUBHINAV	3rd Year
20	NAIR MAITHREYI	3rd Year
21	NEWASKAR PRANAV	3rd Year
22	PADALKAR KSHITIJA	3rd Year
23	PATIL CHINMAY	3rd Year
24	PAWAR SWARUPA	3rd Year
25	PEDNEKAR TANAYA	3rd Year
26	RATHOD RUSHABH	3rd Year
27	RUNWAL YASH	3rd Year
28	SHAH ANURAG	3rd Year
29	SINGHAI AISHWARYA	3rd Year
30	SUREKA RUCHIKA	3rd Year
31	TELI NAJUKA	3rd Year
32	MURAD KHADIJA	3rd Year
33	KALKHAIRE DIVYA	3rd Year
34	MENON AKASH	3rd Year
35	LELE UNMESH	3rd Year
36	JAIN NIDISHA	3rd Year
37	MORTHA SOURABH	3rd Year
38	AGARWAL NISHI	3rd Year
39	BANSAL PULAK	3rd Year
40	BOJJA SHRADDHA	3rd Year
41	BRIJWASI KRISHNA	3rd Year
42	DAROGA TARANJEET	3rd Year
43	DOSHI NIMISHA	3rd Year
44	DOSHI VIDHI	3rd Year
45	JAIN KAJOL	3rd Year

FIELD TRIPS

46	JAIN PUNIT	3rd Year
47	JAJU VAIBHAV	3rd Year
48	JOSHI MANGESH	3rd Year
49	JOSHI SHREEVARDHAN	3rd Year
50	JUNANKAR AKASH	3rd Year
51	KAPUSWALA AMAAN	3rd Year
52	KARPE KOMAL	3rd Year
53	KATKADE PRASHANT	3rd Year
54	KHANDELWAL ANUSHKA	3rd Year
55	KOR TEJVEER	3rd Year
56	KULKARNI KAUSHIKI	3rd Year
57	LUNIA SAHIL	3rd Year
58	MAHAJAN TANAY	3rd Year
59	MAHESHWARI RADHIKA	3rd Year
60	MALI VRUSHALI	3rd Year
61	MALUNJKAR PRASANNA	3rd Year
62	MALWADKAR ISHA	3rd Year
63	MISAL PRERNA	3rd Year
64	NAIK PINAK	3rd Year
65	OSWAL SIDDHI	3rd Year
66	PATIL ANAGHA	3rd Year
67	PHUDINWALA MOHSIN	3rd Year
68	RAJPUT SURABHI	3rd Year
69	RUNVAL PUSHKAR	3rd Year
70	SAWANT SHRIKANT	3rd Year
71	SHAH PURVEN	3rd Year
72	WAYCHAL ANMOL	3rd Year
73	YELPURE RASHMI	3rd Year
74	ARORA SAKSHAM	3rd Year
75	BHOYAR VRUSHABH	3rd Year
76	SINGH VATSAL	3rd Year

Name of the Place/Site village, city: Stream Park, Nanded City, Pune

Name of the collaborating agency: None

Co-ordinated by: (name of the faculty) :Ar. NehaGosavi & Ar. Noopur Rugvedi

Dates of visit: 9th January 2019

Purpose of the visit: Making students explore ecologically sensitive & environmentally sustainable landscape design within urban context.

Reason for selection of this site: (250-300 words)–Stream Park is a very unique project located in Pune. It is designed by very renowned landscape architects Ravi &Varsha Gavandi. An ecological assessment of the area in and around the stream revealed the strength and uniqueness of the existing landscape. As a result, the design objective was to enhance, reinforce and heal the natural landscape. Hence this site was selected for studentsto understand how ecologically sensitive landscape can be designed. Also this site visit helped students to understand planting strategies, various natural materials used for landscape construction and detailing in landscape.

Summary of the inputs given before site visit (500-600 words) -

The site is an ecologically sensitive zone. Hence students were asked to have a keen and observant eye. The procedure ad intent of Landscape intervention followed by Ar. Gawandi was thoroughly explained to the students. Also, a number of pointers were given to the students based on which the student completed this case study.

Student Participants

Sr.No.	Name of the Student	Year
1	BelhekarTanvi	2018-19
2	BoharaSaloni	2018-19
3	BorkarPallavi	2018-19
4	ChavanMohak	2018-19
5	DingareLopmudra	2018-19
6	DongarePranit	2018-19
7	Gaikwad Vijay	2018-19
8	GargDivya	2018-19

Sr.No.	Name of the Student	Year
1	AsangiRicha	2018-19
2	BafnaKanchi	2018-19
3	BawiskarDevaj	2018-19
4	BhadanePushpak	2018-19
5	BhandopiyaRishabh	2018-19
6	Bhilare Gaurav	2018-19
7	ChavanPrathamesh	2018-19
8	ChhabraRashneet	2018-19

FIELD TRIPS

9	Gilda Apurva	2018-19		9	ChhedaDhairav	2018-19
10	GokhaleChaitanya	2018-19		10	ChordiyaSejal	2018-19
11	InamkeChaitnya	2018-19		11	DeshmukhNupur	2018-19
12	Ingle Saylee	2018-19		12	DhawareSuraj	2018-19
13	Jain Anand	2018-19		13	HaseKinjal	2018-19
14	KarvaNikunj	2018-19		14	Jain Krinjal	2018-19
15	KashidAjinkya	2018-19		15	Jain Lavesh	2018-19
16	Kasubhai Adnan	2018-19		16	Jain Sayuree	2018-19
17	KatariyaRushabh	2018-19		17	Jain Vivek	2018-19
18	KhedekarSakshi	2018-19		18	KakadeAdarsha	2018-19
19	KhotMukesh	2018-19		19	KapadneSwarali	2018-19
20	KoranneAalap	2018-19		20	KaziBadr	2018-19
21	LohadeVibha	2018-19		21	KhurshidFatema	2018-19
22	MayanaShrutika	2018-19		22	Kishore Vedant	2018-19
23	MogareSaikiran	2018-19		23	LakareShubham	2018-19
24	MundadaPranita	2018-19		24	Mahajan Aditi	2018-19
25	NagarkarShubham	2018-19		25	More Prathmesh	2018-19
26	NageKuntal	2018-19		26	MutthaPurvee	2018-19
27	NigudkarBela	2018-19		27	NaharPratiksha	2018-19
28	Parekh Ayush	2018-19		28	NaikwadiRushikesh	2018-19
29	PhaleSejal	2018-19		29	OommenSmera Sera	2018-19
30	RajwadaySharvari	2018-19		30	Patel Paridhi	2018-19
31	RathiPrachi	2018-19		31	PawaleSiddhant	2018-19
32	RegillaSai Sri Sidda	2018-19		32	PhopaleOmkar	2018-19
33	SalunkheSejal	2018-19		33	RankaAkshat	2018-19
34	SethiAkansha	2018-19		34	Sahu Anish	2018-19
35	ShendreManasi	2018-19		35	SarafNisha	2018-19
36	Shinde Nikhil	2018-19		36	Shah Amruta	2018-19
37	SuranaRutuj	2018-19		37	Shah Heenal	2018-19
38	TantedAkhil	2018-19		38	Shah Shreya	2018-19
39	TapdiyaAyush	2018-19		39	Shah Siddhant	2018-19
40	TupsandeRushabh	2018-19		40	SonavaneNimish	2018-19

Name of the Place/Site village, city: Techno Ceiling Products, on the way to Lavasa, Pune.

Name of the collaborating agency:

Co-ordinated by: (name of the faculty): Sampada A & Jayanti Madam Dates of visit: Friday, Aug 31, 2018.

Purpose of the visit: Study of False ceiling – Manufacturing, acoustics and installation.

Reason for selection of this site: (250-300 words):

TECHNO Ceiling products is a leading professional manufacturer of Metal Ceiling systems in India promoted by experienced technocrats. The manufacturing facilities established in the year 2006 and their state of art manufacturing facility is situated in the beautiful mountainous surroundings of Pirangut, Mulsbi Tal and PUNE. Techno Ceiling Products within a short time span, have established as a quality manufactures of structural ceiling (T-Grid) systems as well as Metal ceiling tiles and our TECHNO ACOUSTIC brand is well accepted by leading Indian and multinational companies. Techno Molecular T-Grid system is a technological breakthrough as compared to the traditional aluminum T-grid system. This is an engineered product to achieve the best alignments and perfection in leveling for installing false ceilings.
Further it enables to execute large areas of false ceilings within a short period of time.

The site includes various types and systems of false ceiling to be installed in various zones of the building. The entire process right from getting the raw materials to the site, manufacturing the parts to various standard sizes and fixing them as a ceiling could be studied on site. There were also customized false ceiling details that could be manufactured. Various ranges of materials and combination of different systems could be studied from site. The site had a variety of materials that could be used for both concealed & Grid False Ceiling with variety of spacing and sizes. At the Factory, students could understand the process of making the sections and curving or bending of elements. There were samples for students to work with hands for assembly of elements and to see how the ceiling is hanging with attachment of finishing materials. There were pallets of all the parts used for false ceiling for better understanding of use and combinations. The students could ask many questions regarding the maintenance and installation processes for different materials that were there.

There are false ceiling with various types of acoustic panels, aluminum sections, finishing materials, installed on site as a sample of combinations.

Website: http://www.technoceiling.com/15mmGrid.html

Summary of the inputs given before site visit (500-600 words)

Input: The lecture regarding the false ceiling was conducted in the studio prior to the visit. The students also had a drafting studio of the two basic types of false ceiling – Grid type and Concealed type. Input was given describing Grid and Concealed system separately in the form of presentation and execution videos explaining elements of false ceiling, installation technique for different forms, cutting, curving, fixing, understanding various sizes, spacing, members, company and cover materials. Materials were taught considering the present
I.S. Codes which reflected in the sheets.

The input covered following points. A residential and commercial building is incomplete without a proper roof. A roof is the topmost and an important part of the building offering protection from the elements such as wind, high or low temperatures, sunlight, snow and rain. Besides providing protection, the bottom of the roof serves as a place where occupants of a building can exhibit their aesthetic sense by creating attractive false ceilings using decorative ceiling panels that can please the eye.
In addition to aesthetics, false ceilings also offer functional features that enhance their utility in more ways than one. For instance, false ceilings provide good acoustics where required sounds can be enhanced and at the same time unwanted sounds can be minimized. They provide space for housing electric wires, pipes, and air-conditioning ducts. False ceilings can reflect and diffuse light obviating the need for unnecessary artificial lighting thus lowering energy consumption.

False ceilings can be classified primarily based on the type of materials used. Each material offers unique advantages and disadvantages. A combination of materials can offer both functional and aesthetic features.

Some popular types of false ceiling panels include:

- Plaster of Paris false ceilings
- Gypsum false ceilings
- Wood false ceilings
- Fibre false ceilings

- Metal false ceilings
- Glass false ceilings
- PVC false ceilings

Exploration- students were asked to individually design Grid and Concealed system for given studio apartment, in the same space where they designed partition & paneling, in order to understand Interior design for a particular room as whole. They were asked to design both the system with Light Fixtures and details with Specification of Company / vendor and need to draft in the sheet with joinery details.

Instructions given prior to the site visit:

1. Please be at location (college) at 8: 30 PM Sharp.
2. Due to early lunch, we are going skip breakfast so kindly have your Breakfast before coming to lecture at 8:00 AM.
3. Carry your Sketchbook, pencils, pen, grid pad, required to take down notes.
4. Everyone is supposed to be present at site on the above mentioned timing,@ 12:30 pm. Delays will not tolerated.
5. Wear comfortable clothes and shoes.

Summary of the visit: (500-1000 words)

The site visit to Techno Ceilings started from the students boarding the bus from college. The full attendance of the students created enthusiasm to the visit. Since the topic was studied prior to the visit, the students were eager to see and understand various other types of such systems. After reaching the site, the students were taken a tour of the entire site to study and focus on false ceiling; acoustical & electrical works wherein they get to understand the critical aspects on the electrical wirings, importance of acoustics and also the false ceiling aspects which go a long way in decorating the residential or commercials. The students could relate that the Ceilings are one of the primary elements of an interior space that enjoy a clear and unobstructed view unlike other spaces such as floors and walls. A ceiling is one place that people look up to, quite literally. False ceilings then are a great way to remodel the look of house or office or any other space for that matter. It can add distinct value to your interiors and charm to your ambience.

There were a lot of modules, where students could work with their hands in assembling the various systems. The students were divided into two groups and then were able to have a dialogue with the professionals at the site on

various aspects and one on one discussion to resolve various doubts. The students could come up with good queries and questions for discussion regarding the maintenance and decision making of various systems to be adopted considering the site situations. While the other group of students could simultaneously visit the manufacturing zone of the factory to see hoe the raw materials are processes with various techniques into the required parts of the ceiling. The students also had a tour through their gallery of displayed acoustical panels. It was indeed a hectic and elaborated study of false ceilings. We also collected a few samples of the ceilings to be kept in the college material library.

Highlights (major learnings) - (500-600 words)

The site visit is an important aspect of learning various stages of design and construction process. The visit also makes it easy to take design decisions upon knowing various types and categories of systems.
Here are a few detailed learnings that the students and we could identify from the site visit.
A false ceiling is a ceiling made beneath the main ceiling of the room or building. It is like a second layer of the roof, suspended from the main roof/ceiling, with the help of a metal or wooden frames which is why it is also known as a dropped ceiling. False ceilings not only enhance the aesthetics of a room, but they also provide functional benefits such as insulation from outside temperature, concealing wires, light fixtures, and AC ducts etc. and high levels of sound absorption as well. But installing a false ceiling can be a daunting task considering the number of choices available. For instance, which material to use – POP, Gypsum or fibre cement board? What should be my colour combination? Is my room height sufficient? Etc.

Design & Layout:

While a false ceiling gives you a broad field to play with the look and feel of your room, it also drives people to come up with much cluttered designs. It is recommended you stick to the geometry of the room such that the design of the false ceiling seamlessly infuses with the existing pattern and is pleasing to the eye. Commercial spaces should emphasize more on lighting rather than fancy or ornate designs depending on the business e.g. jewellery and boutiques

could have ornate designs that add a creative element to their product offerings.

Getting the height right:

While planning for a false ceiling, it is important that you measure the room's height accurately. False ceilings add down several inches to your roof. The false ceiling installation in offices and commercial spaces could be used to house several things like HVAC, lighting and other support lines, thereby increasing the width of the false ceiling and reducing the effective height of the room.

Colour Coding:

There is no fixed colour that is ideal for a roof but it varies according to the purpose. For instance, if you are planning a false ceiling for hall, you should stick to lighter colours such as off white, cream, etc. This not only blends the ceiling with the rest of the house but also gives a relaxed feeling especially when concealed lights subtly illuminate the ceilings from behind as they glow. If it is a commercial space or an office, a white or cement grey colour is preferable. On the other hand, if it's a bar, a lounge, a club or a themed restaurant, you can experiment with dark coloured ceilings to add boldness to the ambience. EcoPro fibre cement sheets offer the versatility of CNC cutting, concealed fixtures and can also be wallpapered to gives distinct look suitable to your theme.

Combining Style with Serviceability:

When designing false ceilings, the utmost intent is to add vogue to your space. It is very easy then to side-line the practical value of a ceiling as compared to the aesthetic ones. For instance, traditionally people have been using POP or Gypsum boards for false ceilings. Today, EcoPro Fibre cement board has emerged as an option that has much greater utility – it's highly sound absorbent, fire-resistant and even termite-proof. Fibre cement sheets are eco-friendly too, which means you cause minimal damage to the environment and contribute to a sustainable future. The best part is, you don't have to compromise on aesthetics for your ceilings and yet be sustainable as EcoPro is a Greenpro label product.

Students Participants

Sr. No.	Name of the Student	Year
P1	Asangi Richa	2018
P2	Bafna Kanchi	
P3	Bawiskar Devaj	
P4	Bhadane Pushpak	
P5	Bhandopia Rishabh	
P6	Bhilare Gaurav	
P7	Chavan Prathamesh	
P8	Chhabra Rashneet	
P9	Chheda Dhairav	
P10	Chordiya Sejal	
P11	Deshmukh Nupur	
P12	Dhaware Suraj	
P13	Hase Kinjal	
P14	Jain Krinjal	
P15	Jain Lavesh	
P16	Jain Sayuree	
P17	Jain Vivek	
P18	Kakade Adarsha	
P19	Kapadne Swarali	
P20	Kazi Badr	
P21	Khurshid Fatema	
P22	Kishore Vedant	
P23	Lakare Shubham	
P24	Mahajan Aditi	
P25	More Prathmesh	
P26	Muttha Purvee	
P27	Nahar Pratiksha	
P28	Naikwadi Rushikesh	
P29	Oommen Smera Sera	

FIELD TRIPS

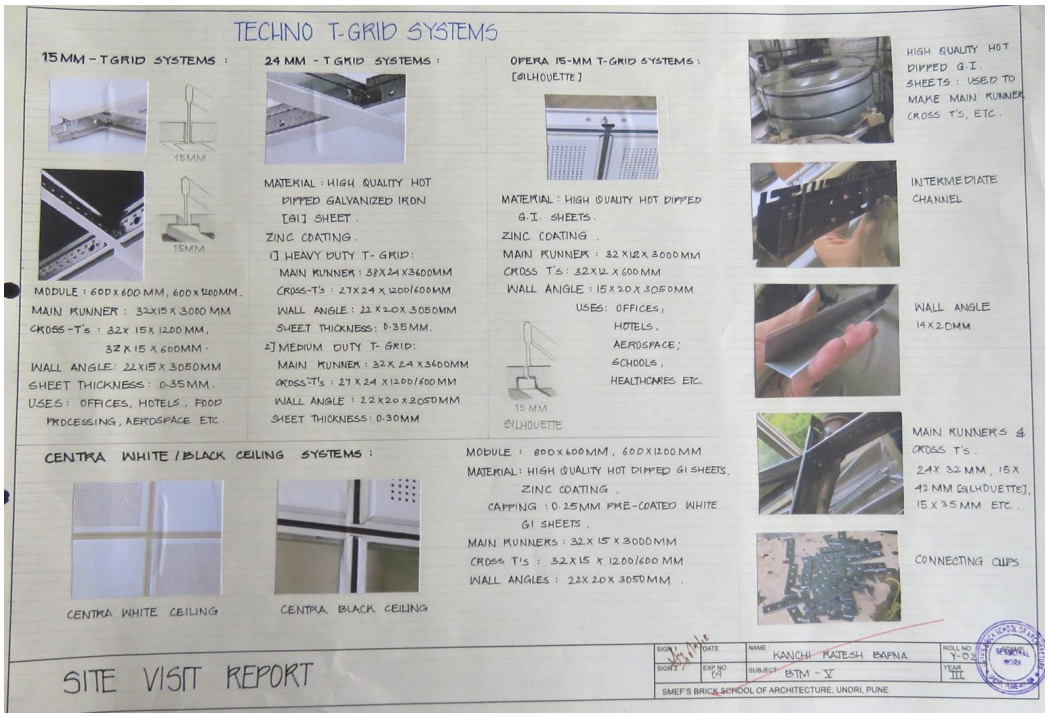
P30	Patel Paridhi	
P31	Pawale Siddhant	
P32	Phopale Omkar	
P33	Ranka Akshat	
P34	Sahu Anish	
P35	Saraf Nisha	
P35	Shah Heenal	
P36	Shah Shreya	
P37	Shah Siddhant	
P38	Sonavane Nimish	
P39	Giri Nishant	
P40	Patil Pratik	
P41	Kor Tejveer	
P42	Mangesh Joshi	
	A1	Belhekar Tanvi
	A2	Bohara Saloni
	A3	Borkar Pallavi
	A4	Chavan Mohak
	A5	Dingare Lopmudra
	A6	Dongare Pranit
	A7	Gaikwad Vijay
	A8	Garg Divya
	A9	Gilda Apurva
	A10	Gokhale Chaitanya
	A12	Ingle Saylee
	A13	Jain Anand
	A14	Karva Nikunj
	A15	Kashid Ajinkya
	A16	Kasubhai Adnan
	A17	Katariya Rushabh
	A18	Khedekar Sakshi
	A19	Khot Mukesh

A20	Koranne Aalap
A21	Lohade Vibha
A22	Mayana Shrutika
A23	Mogare Saikiran
A24	Mundada Pranita
A25	Nagarkar Shubham
A26	Nage Kuntal
A27	Nigudkar Bela
A28	Parekh Ayush
A29	Phale Sejal
A30	Rajwaday Sharvari
A31	Rathi Prachi
A32	Regilla Sai Sri Siddha
A33	Salunkhe Sejal
A34	Sethi Akansha
A35	Shendre Manasi
A36	Shinde Nikhil
A37	Surana Rutuj
A38	Tanted Akhil
A39	Tapdiya Ayush
A40	Tupsande Rushabh
A41	Wagh Swapnil

Photographs

FIELD TRIPS

FIELD TRIPS



TECHNO T-GRID SYSTEMS

15MM - T GRID SYSTEMS :

15MM

15MM

MODULE : 600 X 600 MM, 600 X 1200 MM.
MAIN RUNNER : 32X15 X 3000 MM
CROSS-T'S : 32X 15X 1200 MM,
32 X 15 X 600MM.
WALL ANGLE: 22X15 X 3050MM
SHEET THICKNESS : 0.35MM.
USES: OFFICES, HOTELS, FOOD PROCESSING, AEROSPACE ETC.

24 MM - T GRID SYSTEMS :

MATERIAL : HIGH QUALITY HOT DIPPED GALVANIZED IRON [GI] SHEET.
ZINC COATING.
1] HEAVY DUTY T- GRID:
MAIN RUNNER : 38X24 X3600MM
CROSS-T'S : 27X24 X 1200/600MM
WALL ANGLE : 22 X20 X 3050MM
SHEET THICKNESS: 0.35MM.
2] MEDIUM DUTY T- GRID:
MAIN RUNNER : 32X 24 X3600MM
CROSS-T'S : 27 X 24 X1200/600 MM
WALL ANGLE : 22X20 X2050MM
SHEET THICKNESS: 0.30MM

OPERA 15-MM T-GRID SYSTEMS : [SILHOUETTE]

MATERIAL : HIGH QUALITY HOT DIPPED G.I. SHEETS.
ZINC COATING.
MAIN RUNNER : 32 X12 X 3000 MM
CROSS T'S : 32X12 X 600 MM
WALL ANGLE : 15X20 X 3050MM
USES: OFFICES, HOTELS, AEROSPACE; SCHOOLS, HEALTHCARES ETC.

15 MM
SILHOUETTE

HIGH QUALITY HOT DIPPED G.I. SHEETS : USED TO MAKE MAIN RUNNER CROSS T'S, ETC.

INTERMEDIATE CHANNEL

WALL ANGLE 14X20MM

MAIN RUNNERS & CROSS T'S. 24X 32 MM, 15X 12 MM [SILHOUETTE], 15 X 35 MM ETC.

CONNECTING CLIPS

CENTRA WHITE / BLACK CEILING SYSTEMS :

CENTRA WHITE CEILING

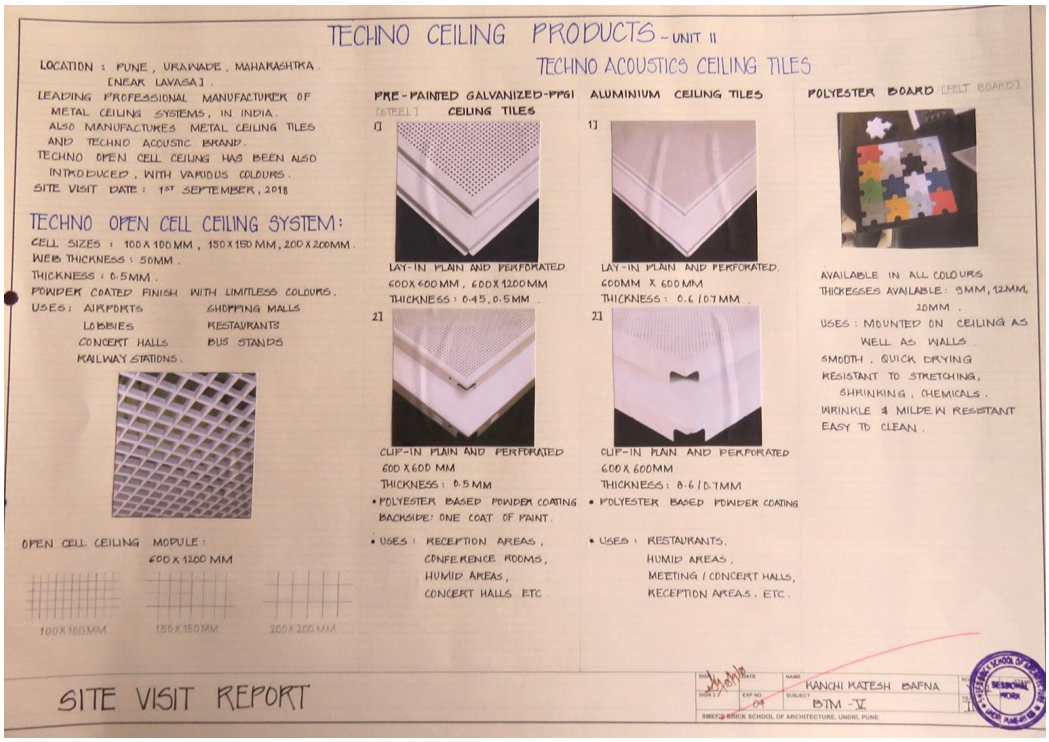
CENTRA BLACK CEILING

MODULE : 600 X 600 MM, 600 X 1200 MM
MATERIAL: HIGH QUALITY HOT DIPPED GI SHEETS.
ZINC COATING.
CAPPING : 0.25MM PRE-COATED WHITE GI SHEETS.
MAIN RUNNERS : 32 X 15 X 3000 MM
CROSS T'S : 32 X 15 X 1200/600 MM
WALL ANGLES : 22X 20 X 3050 MM.

SITE VISIT REPORT

SIGN 1	DATE	NAME	ROLL NO.
		KANCHI KATESH BAFNA	Y-02
SIGN 2	EXP NO 04	SUBJECT BTM - V	YEAR III

SMEF'S BRICK SCHOOL OF ARCHITECTURE, UNDRI, PUNE



TECHNO CEILING PRODUCTS - UNIT II

LOCATION : PUNE, URAWADE, MAHARASHTRA. [NEAR LAVASA].
LEADING PROFESSIONAL MANUFACTURER OF METAL CEILING SYSTEMS, IN INDIA.
ALSO MANUFACTURES METAL CEILING TILES AND TECHNO ACOUSTIC BRAND.
TECHNO OPEN CELL CEILING HAS BEEN ALSO INTRODUCED, WITH VARIOUS COLOURS.
SITE VISIT DATE : 1ST SEPTEMBER, 2018

TECHNO OPEN CELL CEILING SYSTEM:

CELL SIZES : 100 X 100 MM, 150 X 150 MM, 200 X 200MM.
WEB THICKNESS : 50MM.
THICKNESS : 0.5MM.
POWDER COATED FINISH WITH LIMITLESS COLOURS.
USES: AIRPORTS, LOBBIES, CONCERT HALLS, RAILWAY STATIONS, SHOPPING MALLS, RESTAURANTS, BUS STANDS

OPEN CELL CEILING MODULE : 600 X 1200 MM

100 X 100 MM
150 X 150 MM
200 X 200 MM

TECHNO ACOUSTICS CEILING TILES

PRE-PAINTED GALVANIZED-PPGI [STEEL] CEILING TILES

1]
LAY-IN PLAIN AND PERFORATED
600X600 MM, 600X1200 MM
THICKNESS : 0.45, 0.5 MM.

2]
CLIP-IN PLAIN AND PERFORATED
600 X 600 MM
THICKNESS : 0.5 MM
• POLYESTER BASED POWDER COATING BACKSIDE: ONE COAT OF PAINT.
• USES : RECEPTION AREAS, CONFERENCE ROOMS, HUMID AREAS, CONCERT HALLS ETC.

ALUMINIUM CEILING TILES

1]
LAY-IN PLAIN AND PERFORATED.
600MM X 600 MM
THICKNESS : 0.6 / 0.7 MM.

2]
CLIP-IN PLAIN AND PERFORATED
600 X 600MM
THICKNESS : 0.6 / 0.7MM
• POLYESTER BASED POWDER COATING
• USES : RESTAURANTS, HUMID AREAS, MEETING / CONCERT HALLS, RECEPTION AREAS, ETC.

POLYESTER BOARD [FELT BOARD]

AVAILABLE IN ALL COLOURS
THICKESSES AVAILABLE: 9MM, 12MM, 20MM.
USES : MOUNTED ON CEILING AS WELL AS WALLS.
SMOOTH, QUICK DRYING
RESISTANT TO STRETCHING, SHRINKING, CHEMICALS.
WRINKLE & MILDEW RESISTANT
EASY TO CLEAN.

SITE VISIT REPORT

SIGN 1	DATE	NAME	ROLL NO.
		KANCHI KATESH BAFNA	
SIGN 2	EXP NO 04	SUBJECT BTM - V	YEAR

SMEF'S BRICK SCHOOL OF ARCHITECTURE, UNDRI, PUNE

Name of the Place/Site village, city: Lake Town Society, Katraj, Pune. **Name of the collaborating agency: Jayanti Madam**

Co-ordinated by: (name of the faculty): Jayanti Madam Dates of visit: Wednesday, Jan 16, 2019,

Purpose of the visit: Study of various types of constructed Basements

Reason for selection of this site: (250-300 words):

The site was constructed on a slope, defining various types of basements, such as, Underground, semi basement, Multi-level basements, etc. The society was on a sloping site, so providing a opportunity to study how the slop was tackled to construction of various types of basements.

The site was also rich in proper construction of basement considering various important aspects of study such as : Light, Natural light, ventilation, Waterproofing, expansion joints, Connectivity between different basements and the main road, electrical installation, firefighting equipment and systems.

Summary of the inputs given before site visit (500-600 words)

Input: The input focused broadly to understand Single basement construction along with waterproofing details, alternative ways of providing and constructing access and provisions to be made for ventilation. A lecture demonstration was conducted to explain the access, parking, ventilation and services located and routed through the basement. A site visit to the basement was arranged before students started with their drafting. The same basement was taken up as and a case study for developing relevant construction details during the following studio periods. Also few sites were identified having different typologies and given to the students, where they were supposed to visit on their own.

TYPES OF BASEMENT CONSTRUCTION:

1] Masonry Wall Basements: The basement walls are constructed with masonry block units. There are many joints where the masonry units connect to each other so make sure your basement is properly reinforced and the walls

are waterproofed (not damp proofed) to avoid water seepage.

2] Precast Panel Basements: Poured concrete panels are lifted into place with a crane.

3] Poured Concrete Wall Basements: By far the most popular type of basement construction. Here are some of the benefits of poured concrete walls:

- Solid concrete is better able to resist cave-ins caused by lateral pressures of water, earth, and wind.
- More fire resistance-because solid concrete is dense and is joint free.
- More resistant to water because concrete has fewer and smaller voids than concrete block

4] Concrete Block: The least-expensive option for basement construction involves the use of concrete blocks or masonry. The walls are made of cinder blocks and can be constructed in a fraction of the time it takes to create a poured concrete wall. Steel rebar is generally used to reinforce the strength of these walls. Concrete block walls tend to be more susceptible to water leaks. In addition to the potential for leaks along floor and wall joints, water can sometimes seep through the mortar that holds the individual blocks together. The hollow nature of cinder blocks also means they can hold water for long periods of time after it gets in, even after the surrounding soil has dried.

MOISTURE PROBLEMS – outlines that the main causes of basement moisture problems are:

- Inadequate grading around the structure
- Defective or missing gutters and downspouts
- Improperly designed window wells
- Ineffective drain tile and sump pit
- Improper drainage with under-slab ducts
- Structural cracks

Important considerations while constructing a basement:

- **Sound insulation:** This prevents the basement noise from permeating the rest of the structure. Also consider weather stripping for common doorways between the basement and other parts of the structure.

- **Electrical outlets:** Adequate power for basement is always a concern. For those with a lot of heavy-duty power tools, plan on adding one or more circuits routed through a subpanel to keep circuit breakers close at hand.
- **Dust collection system**
- **Lighting:** Good lighting is essential for the close work often encountered in basement.
- **Floor drain:** Protect against burst or leaking to and from various reasons with a floor drain to prevent flooding throughout the basement. This drain will have to be connected to the structures drain system.
- **Water-resistant floor coverings**
- **Ramp:** Slope of the ramp for basement
- **Fire safety, Ventilation, natural light**
- **Waterproofing – External tanking, Internal Tanking, Sandwich, Drained cavity.**

Summary of the visit: (500-1000 words)

The students gathered on site after the lunch break from college around 1:30 pm. After arrival on site we had a meeting with the site supervisor, who was in charge of guiding us. Before entering to the construction site, there was a short briefing session about the construction of the basement. The site was a combination of residential and commercial, which would be further linked to another building across the site. The site visit was supervised by two lecturers. The aim of the site visit was to give exposure and experience to the students on the real civil engineering works on site.

During the visit, the students were given an opportunity to observe civil engineering related works such as earthwork, steel work and concrete work. The student had witness how an excavation work was conducted for a basement building construction, apart from getting a close – up on how the installation and preparation of steel bar for beams and columns, as well as many other structural work. All the safety precautions were followed, such as wearing helmet and proper shoes, provided by the site supervisor.

The objective of the site visit was to:

Understand the basics of basement construction. Understand the practical aspects of construction techniques in comparison to the theory aspects in the books and its application on site. Exposure to actual working environment on

site including uncertainty circumstances, e.g. Weather. Communicate with the construction team members on site. Understand the importance of teamwork in the building construction. Witness the usage proper equipment and construction standards on site including mechanical plants. Explore and identify various types of building materials and technology on site. Recognize the items measurable for sub – structure frameworks. Safety precautions on site. Understanding of various types of basements and their connectivity.

After briefing, students were formed into groups with 8 students led by the site worker per group for further exploration and understanding of the site. Along the way, the supervisor kept reminding us to be careful of the ground to ensure our safety. He further led us to the ongoing basement construction site. Since the construction was only partially completed, we managed to view slab, pile cap, pile foundation, excavation, columns, etc. Red and white plastic line is used to stop lawful visitors from stepping forward. After exploring every single part of the basement, the supervisor then brought us to the areas which were under excavation where we could see piling works.

Once the under construction site was studied, the students went ahead to study and understand various types of basements considering the sloping site of Lake town society. Where they could further study about all the aspects, of how they appear when completed.

In conclusion, the site visit has broadened the mind of the students in civil engineering, and at the same time giving them the experience of how it is actually like being a civil engineer. It is understood that similar site visit such as this is conducted to raise the student's interest, hence knowing how to relate the theories in class with the practical work on site.

Lastly, we had our photo sessions.

Highlights (major learnings) - (500-600 words)

The site visit is an important aspect of learning various stages of design and construction process. The visit also makes it easy to take design decisions upon knowing various types and categories of systems.
Here are a few detailed learnings that the students and we could identify from the site visit.

Basement is needed to save space where there is height restriction. It is cheaper to construct a basement. Only one basement was constructed for this project. For excavation work, they used temporary sheet piles as retaining wall to retain the soil from fall upwards. The retaining system that used were contiguous bored piles, reinforced concrete wall and diaphragm wall. Besides, they used waterproofing for the basement wall to prevent water from penetrating the basement. They used two methods to apply the waterproofing which it are by layer inside the wall and mixing it with concrete. There are problems encounter for this project. Firstly, the site constrains. The project was constructed in dense residential area. So, it is hitch for transportation to bring the materials. They drilled the bored piles deeper surpass the void to get a solid foundation and resistance. Furthermore, for removing water at the basement, they used pressure release valve. All the water was channelled through the pipe at certain point where the pressure release valve was placed. Students got to see many materials such as piles of reinforcement and observing different type of machinery like crane and trunk mounted concrete pump. There was the arrangement of brick and mortar at the partition of wall. Also, some workers were plastering finishes layer by layer. Besides, the electrical wiring was hanging out at the ground floor slab where they embedded the electricalwiring in the concrete of slab.

Students learnt a lot of things from this site visit, which cannot be found in the books or notes. The students entered the site as lawful visitors and could clearly understand all the rules and regulations of on-site construction. Site visit is a really great time for students to learn and understand construction process step by step. The students also realised that working on construction site is much more different and difficult, because of the weather and site conditions. Most importantly the students understood the importance of safety which is basic of construction, as all the dangers exist on site.

Students Participants

Sr. No.	Name of the Student	Year
P1	Asangi Richa	2018
P2	Bafna Kanchi	
P3	Bawiskar Devaj	
P4	Bhadane Pushpak	
P5	Bhandopia Rishabh	
P6	Bhilare Gaurav	
P7	Chavan Prathamesh	
P8	Chhabra Rashneet	
P9	Chheda Dhairav	
P10	Chordiya Sejal	
P11	Deshmukh Nupur	
P12	Dhaware Suraj	
P13	Hase Kinjal	
P14	Jain Krinjal	
P15	Jain Lavesh	
P16	Jain Sayuree	
P17	Jain Vivek	
P18	Kakade Adarsha	
P19	Kapadne Swarali	
P20	Kazi Badr	
P21	Khurshid Fatema	
P22	Kishore Vedant	
P23	Lakare Shubham	
P24	Mahajan Aditi	
P25	More Prathmesh	
P26	Muttha Purvee	
P27	Nahar Pratiksha	
P28	Naikwadi Rushikesh	
P29	Oommen Smera Sera	

P30	Patel Paridhi	
P31	Pawale Siddhant	
P32	Phopale Omkar	
P33	Ranka Akshat	
P34	Sahu Anish	
P35	Saraf Nisha	
P35	Shah Heenal	
P36	Shah Shreya	
P37	Shah Siddhant	
P38	Sonavane Nimish	
P39	Giri Nishant	
P40	Patil Pratik	
P41	Kor Tejveer	
P42	Mangesh Joshi	
	A1	Belhekar Tanvi
	A2	Bohara Saloni
	A3	Borkar Pallavi
	A4	Chavan Mohak
	A5	Dingare Lopmudra
	A6	Dongare Pranit
	A7	Gaikwad Vijay
	A8	Garg Divya
	A9	Gilda Apurva
	A10	Gokhale Chaitanya
	A12	Ingle Saylee
	A13	Jain Anand
	A14	Karva Nikunj
	A15	Kashid Ajinkya
	A16	Kasubhai Adnan
	A17	Katariya Rushabh
	A18	Khedekar Sakshi
	A19	Khot Mukesh

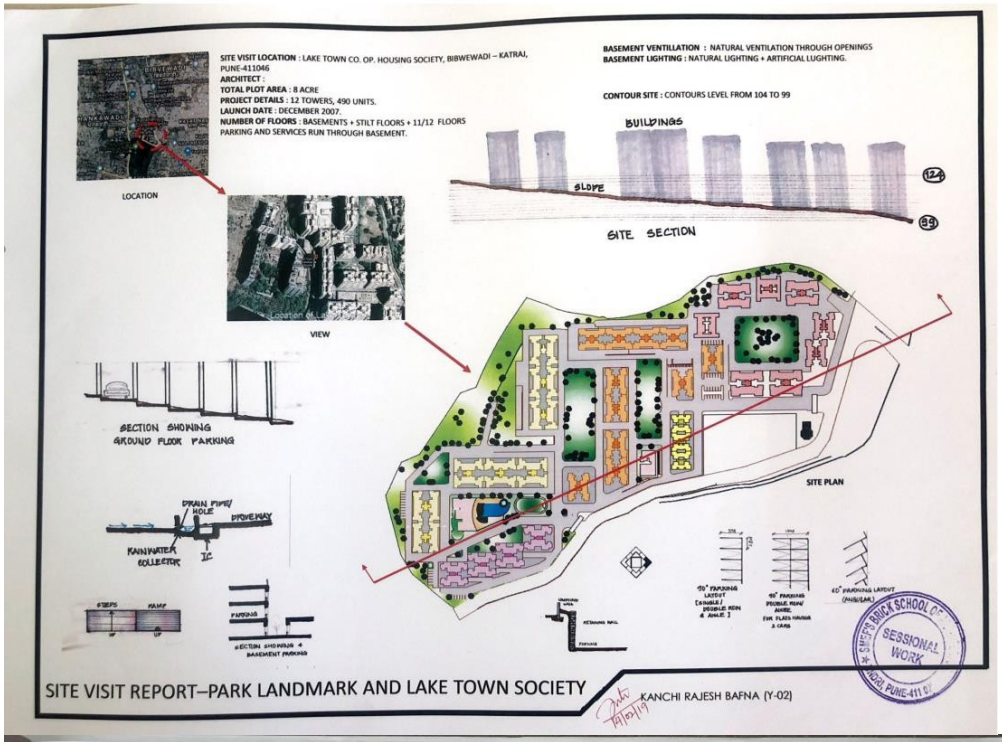
A20	Koranne Aalap
A21	Lohade Vibha
A22	Mayana Shrutika
A23	Mogare Saikiran
A24	Mundada Pranita
A25	Nagarkar Shubham
A26	Nage Kuntal
A27	Nigudkar Bela
A28	Parekh Ayush
A29	Phale Sejal
A30	Rajwaday Sharvari
A31	Rathi Prachi
A32	Regilla Sai Sri Siddha
A33	Salunkhe Sejal
A34	Sethi Akansha
A35	Shendre Manasi
A36	Shinde Nikhil
A37	Surana Rutuj
A38	Tanted Akhil
A39	Tapdiya Ayush
A40	Tupsande Rushabh
A41	Wagh Swapnil

FIELD TRIPS

Photographs

FIELD TRIPS

FIELD TRIPS


SITE VISIT LOCATION : LAKE TOWN CO. OP. HOUSING SOCIETY, BIBWEWADI – KATRAJ, PUNE-411046
ARCHITECT :
TOTAL PLOT AREA : 8 ACRE
PROJECT DETAILS : 12 TOWERS, 490 UNITS.
LAUNCH DATE : DECEMBER 2007.
NUMBER OF FLOORS : BASEMENTS + STILT FLOORS + 11/12 FLOORS
PARKING AND SERVICES RUN THROUGH BASEMENT.
BASEMENT VENTILLATION : NATURAL VENTILATION THROUGH OPENINGS
BASEMENT LIGHTING : NATURAL LIGHTING + ARTIFICIAL LIGHTING.
CONTOUR SITE : CONTOURS LEVEL FROM 104 TO 99
BUILDINGS
SLOPE
124
99
SITE SECTION
LOCATION
VIEW
SECTION SHOWING GROUND FLOOR PARKING
SITE PLAN
DRAIN PIPE/ HOLE
DRIVEWAY
RAINWATER COLLECTOR
STEPS
RAMP
SECTION SHOWING BASEMENT PARKING
SESSIONAL WORK
SITE VISIT REPORT–PARK LANDMARK AND LAKE TOWN SOCIETY
KANCHI RAJESH BAFNA (Y-02)


SERVICES
SIGNAGES
METER BOARD AND HVAC
WASTE WATER PIPE
FIRE FIGHTING PIPELINE ENTERING THE PUMP ROOM
PARKING CONTROL UNIT
LOUVERED WINDOWS: NATURAL VENTILATION
GAS PIPE
ELECTRICAL WIRES AND CONDUITS
INSPECTION CHAMBER
300MM WIDE STORM WATER DRAIN
HYDRAULIC PRESS UNIT
ARTIFICIAL LIGHTING
LOADING-UNLOADING
LIFT
DECCAN MALL PARKING ENTRY
TWO WHEELER AND FOUR WHEELER
Parking
BASEMENT SITE VISIT REPORT
KANCHI BAFNA (Y-02)
AADITI MAHAJAN (Y-24)
PURVEE MUTTHA(Y-26)
SMERA SERA (Y-29)
SIDDHANT SHAH (Y-39)

FIELD TRIPS

FIELD TRIPS

Name of the Place/Site village, city: Park Landmark, Katraj, Pune.

Name of the collaborating agency: Jayanti Madam

Co-ordinated by: (name of the faculty): Jayanti Madam Dates of

visit: Wednesday, Jan 16, 2019,

Purpose of the visit: Study of Basement

Reason for selection of this site: (250-300 words):

The site was under construction of the basement, with quality equipment and civil workers in place to guide through the site. Also the site was near to the location of college. Moreover the site under construction was supervised by the friend of a faculty member who was ready to guide the students throughout. The site had an opportunity to expand, where the students could also learn about the expansion joint in the basement construction.

Status of the site during the visit- Shared by the supervisor: The students could parallel study various aspects of basement construction on one site entirely.

• Solid raft and pile type footing had been provided
• Footing was 1300mm deep for tower area and 900mm deep for non-tower area
• The raft comprised of Pile cap with 2 layers of crisscross reinforcement – one on the top and other on the bottom of the raft
• All the vertical structural members like columns, shafts, etc. originates from the raft base
• INTERNAL Tanking technique for waterproofing basement had been provided below the raft as well as on the faces along the length, width and height of the footing upto the plinth level; So, practically, the entire substructure had been wrapped by waterproofing treatment so as to arrest any possibility of seepage.

Project Status: Under-construction- Was beneficial to see the on-site work.
• Basement with raft foundation have been laid
• Retaining walls around & along the building envelop is in completion process With 75% completion
• Basement roof is ground floor slab at rear portion is 90% complete
• Slab casted for 1st floor at rear portion and columns is in progress of 2nd floor

- Ramp slab shuttering is in process
- Reinforcement of beams laid up in front portion

Project Details: Fit right in line with the capability of understanding of the students.

Plot area = 92.5 X 43.5 M = 4033 SQ.M.
Permissible Ground Coverage @ 30% = 1210 SQ.M.
Permissible FAR @200 = 8068 SQ.M.
Proposed Ground Coverage = 800 SQ.M.
Proposed Built-up area = 6645.24 SQ.M. No.
of Floors = G + 8 storeys

Site Restrictions: Provided an understanding of basement construction situational to the site.

- Due to Govt. restrictions, boring was not allowed at site of construction. As a result, water had to be obtained through tankers from nearby areas. This results in cost acceleration and also it becomes difficult to get the water tested from different sources again & again. Since water table is same, boring should be allowed at the site.
- Established water harvesting techniques may be deployed to enhance the soil water storage.
- Retarder is required to be added in ready mix concrete as it is provided from distant source. The travel time is 2 hrs. and approx. pouring time is also 2 hrs.

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Summary of the inputs given before site visit (500-600 words)

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Students Participants

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P10	Chordiya Sejal	
P11	Deshmukh Nupur	
P12	Dhaware Suraj	
P13	Hase Kinjal	
P14	Jain Krinjal	
P15	Jain Lavesh	
P16	Jain Sayuree	
P17	Jain Vivek	
P18	Kakade Adarsha	
P19	Kapadne Swarali	
P20	Kazi Badr	
P21	Khurshid Fatema	
P22	Kishore Vedant	
P23	Lakare Shubham	
P24	Mahajan Aditi	
P25	More Prathmesh	
P26	Muttha Purvee	
P27	Nahar Pratiksha	
P28	Naikwadi Rushikesh	
P29	Oommen Smera Sera	
P30	Patel Paridhi	
P31	Pawale Siddhant	
P32	Phopale Omkar	
P33	Ranka Akshat	
P34	Sahu Anish	

P35	Saraf Nisha	
P35	Shah Heenal	
P36	Shah Shreya	
P37	Shah Siddhant	
P38	Sonavane Nimish	
P39	Giri Nishant	
P40	Patil Pratik	
P41	Kor Tejveer	
P42	Mangesh Joshi	
	A1	Belhekar Tanvi
	A2	Bohara Saloni
	A3	Borkar Pallavi
	A4	Chavan Mohak
	A5	Dingare Lopmudra
	A6	Dongare Pranit
	A7	Gaikwad Vijay
	A8	Garg Divya
	A9	Gilda Apurva
	A10	Gokhale Chaitanya
	A12	Ingle Saylee
	A13	Jain Anand
	A14	Karva Nikunj
	A15	Kashid Ajinkya
	A16	Kasubhai Adnan
	A17	Katariya Rushabh
	A18	Khedekar Sakshi
	A19	Khot Mukesh
	A20	Koranne Aalap
	A21	Lohade Vibha
	A22	Mayana Shrutika
	A23	Mogare Saikiran
	A24	Mundada Pranita

FIELD TRIPS 2018-19

	A25	Nagarkar Shubham		
	A26	Nage Kuntal		
	A27	Nigudkar Bela		
	A28	Parekh Ayush		
	A29	Phale Sejal		
	A30	Rajwaday Sharvari		
	A31	Rathi Prachi		
	A32	Regilla Sai Sri Siddha		
	A33	Salunkhe Sejal		
	A34	Sethi Akansha		
	A35	Shendre Manasi		
	A36	Shinde Nikhil		
	A37	Surana Rutuj		
	A38	Tanted Akhil		
	A39	Tapdiya Ayush		
	A40	Tupsande Rushabh		
	A41	Wagh Swapnil		

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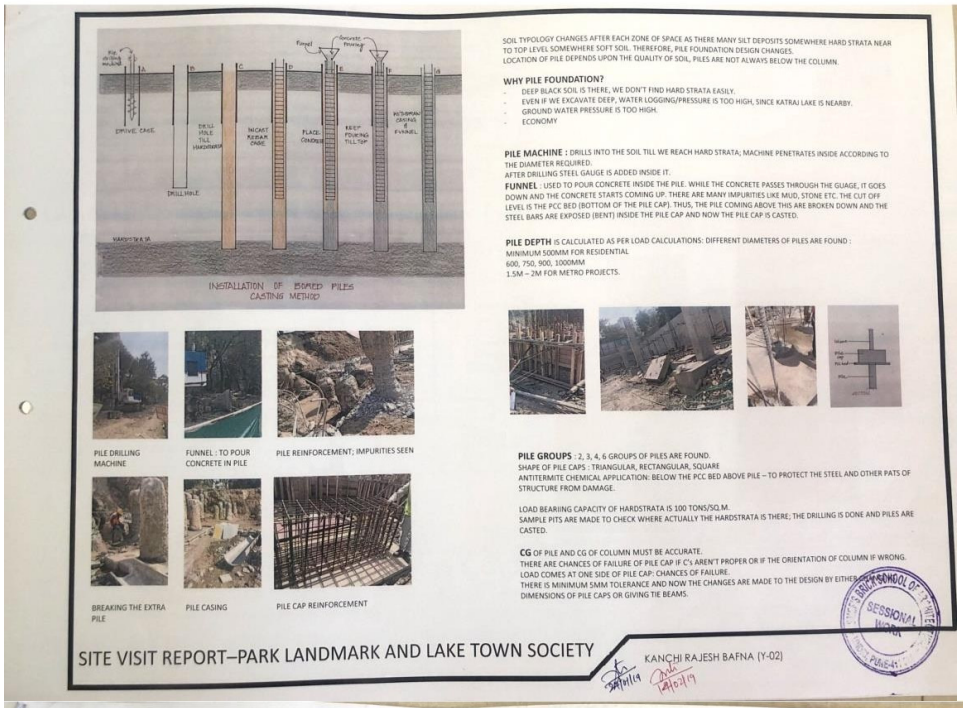
Photographs



INSTALLATION OF BORED PILES CASTING METHOD

SOIL TYPOLOGY CHANGES AFTER EACH ZONE OF SPACE AS THERE MANY SILT DEPOSITS SOMEWHERE HARD STRATA NEAR TO TOP LEVEL SOMEWHERE SOFT SOIL. THEREFORE, PILE FOUNDATION DESIGN CHANGES.
LOCATION OF PILE DEPENDS UPON THE QUALITY OF SOIL, PILES ARE NOT ALWAYS BELOW THE COLUMN.

WHY PILE FOUNDATION?
- DEEP BLACK SOIL IS THERE, WE DON'T FIND HARD STRATA EASILY.
- EVEN IF WE EXCAVATE DEEP, WATER LOGGING/PRESSURE IS TOO HIGH, SINCE KATRAJ LAKE IS NEARBY.
- GROUND WATER PRESSURE IS TOO HIGH.
- ECONOMY

PILE MACHINE : DRILLS INTO THE SOIL TILL WE REACH HARD STRATA; MACHINE PENETRATES INSIDE ACCORDING TO THE DIAMETER REQUIRED.
AFTER DRILLING STEEL GAUGE IS ADDED INSIDE IT.
FUNNEL : USED TO POUR CONCRETE INSIDE THE PILE. WHILE THE CONCRETE PASSES THROUGH THE GUAGE, IT GOES DOWN AND THE CONCRETE STARTS COMING UP. THERE ARE MANY IMPURITIES LIKE MUD, STONE ETC. THE CUT OFF LEVEL IS THE PCC BED (BOTTOM OF THE PILE CAP). THUS, THE PILE COMING ABOVE THIS ARE BROKEN DOWN AND THE STEEL BARS ARE EXPOSED (BENT) INSIDE THE PILE CAP AND NOW THE PILE CAP IS CASTED.

PILE DEPTH IS CALCULATED AS PER LOAD CALCULATIONS: DIFFERENT DIAMETERS OF PILES ARE FOUND :
MINIMUM 500MM FOR RESIDENTIAL
600, 750, 900, 1000MM
1.5M – 2M FOR METRO PROJECTS.

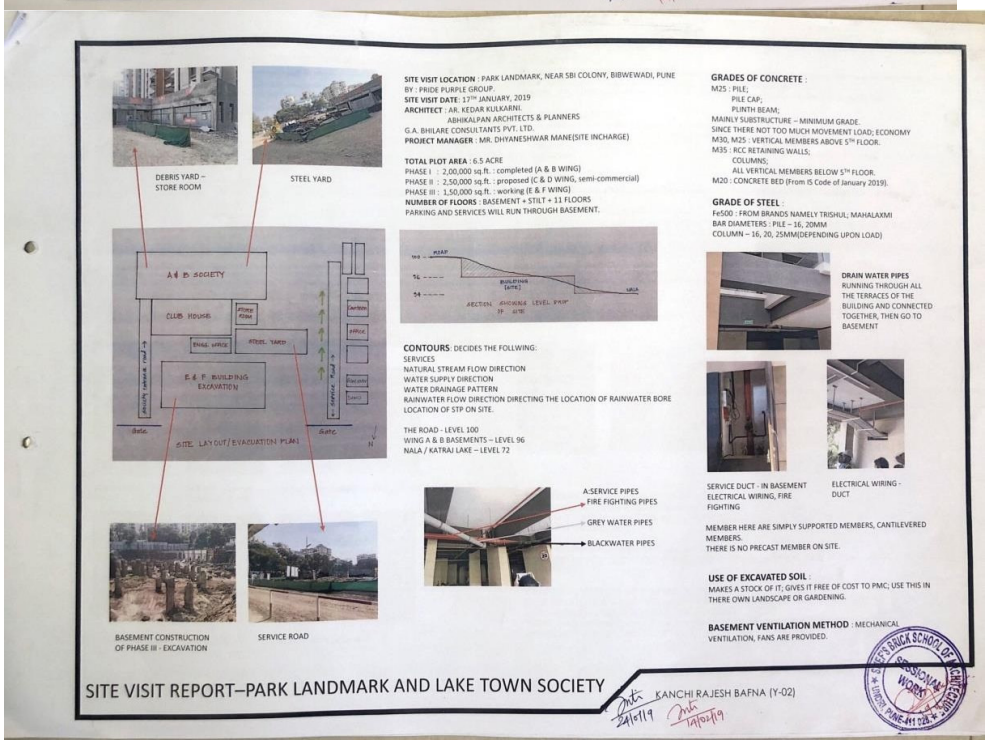
PILE DRILLING MACHINE
FUNNEL : TO POUR CONCRETE IN PILE
PILE REINFORCEMENT; IMPURITIES SEEN
BREAKING THE EXTRA PILE
PILE CASING
PILE CAP REINFORCEMENT

PILE GROUPS : 2, 3, 4, 6 GROUPS OF PILES ARE FOUND.
SHAPE OF PILE CAPS : TRIANGULAR, RECTANGULAR, SQUARE
ANTITERMITE CHEMICAL APPLICATION: BELOW THE PCC BED ABOVE PILE – TO PROTECT THE STEEL AND OTHER PATS OF STRUCTURE FROM DAMAGE.

LOAD BEARING CAPACITY OF HARDSTRATA IS 100 TONS/SQ.M.
SAMPLE PITS ARE MADE TO CHECK WHERE ACTUALLY THE HARDSTRATA IS THERE; THE DRILLING IS DONE AND PILES ARE CASTED.

CG OF PILE AND CG OF COLUMN MUST BE ACCURATE.
THERE ARE CHANCES OF FAILURE OF PILE CAP IF C's AREN'T PROPER OR IF THE ORIENTATION OF COLUMN IF WRONG.
LOAD COMES AT ONE SIDE OF PILE CAP: CHANCES OF FAILURE.
THERE IS MINIMUM 5MM TOLERANCE AND NOW THE CHANGES ARE MADE TO THE DESIGN BY EITHER DIMENSIONS OF PILE CAPS OR GIVING TIE BEAMS.

SITE VISIT REPORT–PARK LANDMARK AND LAKE TOWN SOCIETY
KANCHI RAJESH BAFNA (Y-02)



DEBRIS YARD – STORE ROOM
STEEL YARD

SITE VISIT LOCATION : PARK LANDMARK, NEAR SBI COLONY, BIBWEWADI, PUNE
BY : PRIDE PURPLE GROUP.
SITE VISIT DATE: 17TH JANUARY, 2019
ARCHITECT : AR. KEDAR KULKARNI.
ABHIKALPAN ARCHITECTS & PLANNERS
G.A. BHILARE CONSULTANTS PVT. LTD.
PROJECT MANAGER : MR. DHYANESHWAR MANE(SITE INCHARGE)

TOTAL PLOT AREA : 6.5 ACRE
PHASE I : 2,00,000 sq.ft. : completed (A & B WING)
PHASE II : 2,50,000 sq.ft. : proposed (C & D WING, semi-commercial)
PHASE III : 1,50,000 sq.ft. : working (E & F WING)
NUMBER OF FLOORS : BASEMENT + STILT + 11 FLOORS
PARKING AND SERVICES WILL RUN THROUGH BASEMENT.

A & B SOCIETY
CLUB HOUSE
STEEL YARD
E & F BUILDING EXCAVATION
SITE LAYOUT/EVACUATION PLAN

ARECTION SHOWING LEVEL DIFF OF SITE

CONTOURS: DECIDES THE FOLLWING:
SERVICES
NATURAL STREAM FLOW DIRECTION
WATER SUPPLY DIRECTION
WATER DRAINAGE PATTERN
RAINWATER FLOW DIRECTION DIRECTING THE LOCATION OF RAINWATER BORE
LOCATION OF STP ON SITE.

THE ROAD - LEVEL 100
WING A & B BASEMENTS – LEVEL 96
NALA / KATRAJ LAKE – LEVEL 72

GRADES OF CONCRETE :
M25 : PILE;
PILE CAP;
PLINTH BEAM;
MAINLY SUBSTRUCTURE – MINIMUM GRADE.
SINCE THERE NOT TOO MUCH MOVEMENT LOAD; ECONOMY
M30, M25 : VERTICAL MEMBERS ABOVE 5TH FLOOR.
M35 : RCC RETAINING WALLS;
COLUMNS;
ALL VERTICAL MEMBERS BELOW 5TH FLOOR.
M20 : CONCRETE BED (From IS Code of January 2019).

GRADE OF STEEL :
Fe500 : FROM BRANDS NAMELY TRISHUL; MAHALAXMI
BAR DIAMETERS : PILE – 16, 20MM
COLUMN – 16, 20, 25MM(DEPENDING UPON LOAD)

DRAIN WATER PIPES
RUNNING THROUGH ALL THE TERRACES OF THE BUILDING AND CONNECTED TOGETHER, THEN GO TO BASEMENT

SERVICE DUCT - IN BASEMENT
ELECTRICAL WIRING, FIRE FIGHTING
ELECTRICAL WIRING - DUCT

MEMBER HERE ARE SIMPLY SUPPORTED MEMBERS, CANTILEVERED MEMBERS.
THERE IS NO PRECAST MEMBER ON SITE.

A:SERVICE PIPES
FIRE FIGHTING PIPES
GREY WATER PIPES
BLACKWATER PIPES

BASEMENT CONSTRUCTION OF PHASE III - EXCAVATION
SERVICE ROAD

USE OF EXCAVATED SOIL :
MAKES A STOCK OF IT; GIVES IT FREE OF COST TO PMC; USE THIS IN THERE OWN LANDSCAPE OR GARDENING.

BASEMENT VENTILATION METHOD : MECHANICAL VENTILATION, FANS ARE PROVIDED.

SITE VISIT REPORT–PARK LANDMARK AND LAKE TOWN SOCIETY
KANCHI RAJESH BAFNA (Y-02)

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