

**Photography and Videography Department, Dhaka University,
at shahbagh node, Bangladesh**

By

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Abstract

Still and Motion picture are the third eye of a society. Where our everyday life's, very known scenario changed instantly. It gives us new message, thoughts, hopes and become the voice of the nation.

Not only, a media of art, it is also becoming two leading profession of Bangladesh, with the boom of printing and visual media.

But, there are not sufficient or up to the mark quality institution to trained them.

That's why; we are seeing many non-government institutions like, "pathshala" "chobiyal" "rangmistri". But the required education becomes so expensive, that most of the students cannot effort it.

And, here comes the role of the government universities, where everyone can get equal education at all most free of cost.

If there is a department in the university, especially in Dhaka University, the metropolitan city of Bangladesh, then it would boost up these two professions and would produce some brilliant artist for sure.

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7.1 Designed site and master plan

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Chapter 01

Introduction of the project

Content:

- 1.1 Introduction
- 1.2 Project Brief
- 1.3 Background of the project
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1.1 Introduction:

Bangladeshi people are art minded. And the tales of the daily life dominant a great part of their art form. Even from the prehistoric days, the women of the families practiced art in “Nakshikatha”, where they express their day to day living in a fantastic artistic manner.

And photography is one of the finest artistic ways to capture and tell our everyday living, Struggle, Joy and achievements. And that is why, from the very beginning of photography, in early 1960, it gain its popularity in this nation.

Among the first enthusiasts in this field are Mr. Amanul Huq, Mr. Mazoor Alam beg and sri bijon sarkar and some of their contemporaries. The two brithers Dr. Nawazesh Ahmed and Mr. Naibuddin Ahmed were also forernrunners in this field.

Bijon Sarkar’s winning of the First prize in the second photo contest in Asia (organised by Asia cultural center for UNESCO) held in Tokyo brought honor to Bangladesh. Mr. M.A. Beg’s Photographs has also won many prizes. The photographs of the above individuals are exhibited in different shows drew attention of the younger talents and grew in them a great interest and enthusiasms in photography.

A few years back, Mr. M.A. beg has, through individual efforts established “Begart Institute of photography” In Dhaka, which was the first photographic institute of Bangladesh. Thus, the photographic society also started to form.

From the very first, with the film like, “*padda nodir majhi*”, “*ora egaro jon*”, “*jibon theke neya*”, “*aguner poroshmoni*”, “*titash ekti nodir naam*”, cinematography gain very popularity among the people of Bangladesh. *Jahir Rayhan*, *Chashi nazrul islam*, *sotto saha* etc. are very famous director of the early history of cinematography.

Then in 21 century there came videography, which was easy to learn, and because of the advance technological help, one videographer can go beyond, and achieve what he wants. And all because of these, new generation choose this media. And because of very easy post production and editing, previous generation of cinematography also shifted to videography or digital filming.

Because of the four institution, **National Museum, Public library, Charukola, T.S.C.** and huge public arena and green, recourse field, Ramna Park and Dhaka University, shahbag arena become center of urban activities of Dhaka and the center of youth and celebration. And because of charukola, our colorful traditions are celebrated here all around the year. So by default it becomes the main place for shooting photography in Dhaka.

Sahbagh, aziz super market becomes the center of the videography. *Mostofa Sarwar Faruqi, Iftekharul fahmi, Redwan roni* were the pioneers of videiography, later with the organiziont led by them, like “*raang-mistiri*”, “*chabial*” this technology spread out throughout the country. And now the first digital movie, by this technology “*Laal tip*” is releasing this month. And many more to come.

And because all of these, happening around, shahbag is the best place for establishing the new department of Dhaka university. Also it has already shahbag police station on it, which is the only vacant place in Dhaka university, suitable for a new department.

1.2 Project Brief:

1.1.1. **Name of the project:** Photography and Videography Department,

1.1.2. **Project type:** Department of a University

1.1.3. **Location:** Dhaka University, at shahbagh node, Bangladesh (opposite of National Museum)

1.1.4. Site area: 343669.37 SQFT, 7.9 ACRES

Built area: 248554 SQFT

1.3. Background of the project:

Department of Video would made up of 5 separate categories covering,

1. General Photography
2. Commercial Photography
3. Press Photography
4. Scientific photography
5. Graphic art

The advent of digital imaging in the late 20th century began to blur the distinction between videography and cinematography. The arrival of computers and the Internet created a global environment where videography covered many more fields than just shooting video with a camera, including digital animation (such as Flash), gaming, web streaming, video blogging, still slide shows, remote sensing, spatial imaging, medical imaging, security camera imaging, and in general the production of most bitmap- and vector-based assets.

Department of Video would made up of 5 separate categories covering,

1. Camera craft
2. Lighting
3. Audio
4. Post production
5. Business and legal

1.4. Rational of the project:

The Department would contain and enhance photography and videography related studies and technology.

With 640 seats and each year 160 grad students, the department would play a vital role in this sector.

And also with a fully equipped lab and studio which would also help the students to make their own film and photographic publication. And with the full phased digital movie auditorium and photo exhibition center they could exhibit their works in public and earn some extra money for their future career. And also this whole set of facilities would be rented to the professionals; the earned revenue would be used for student's welfare and to continue their practical works and to buy new equipments.

1.5 Aim of the project:

- The key aspect of the project is to research and set an ideal curriculum for properly study photography and videography.
- To make and established photography and videography as a profession, which is by default for recent circumstances become an appealing profession.
- To research, published books and make different kind of videos (short film, documentary, digital film etc.) and help the new talented people give a platform.
- People who are already established in this area, or took it as a profession, give them further training, and certified them academically.

1.6. Reasons for choosing the program:

Because of the recent boom in print and visual media, these two sectors create a huge amount of jobs both freelance and in institution in Bangladesh. But yet there are neither enough institutions nor curriculums to train them properly.

And to resolve this problem, 640 seats department of photography and videography of Dhaka University would play a vital role.

And the role Dhaka university play, affects the whole nation.

And so if these department become successful then other public universities would also accommodate this department with their curriculum, and there is no need to say with the scenario of the private universities and institutions of the photography and videography, this is a must needed department of a universities now.

1.6.1. The key functional elements of the department are

Video:

2 Studios, 1 video mixing auditorium, 1 dubbing and editing suit, 1 full phased digital film auditorium for both study and earn extra revenues.

Photography:

6 Darkrooms, photo exhibition center both inside and outside for study and student work presentation and earning extra revenue.

Re modification of floral market in designed way to earn an extra revenue.

Class rooms, seminar room, cafeteria etc.

1.6.2. Program in brief:

The department will comprise of 640 students. Each year 160 students will be enrolled to get a bachelor degree after completion of 4 years in the institution.

First year, all students, divided in 4 classrooms will taught common courses in both photography and videography form 2nd-4th year, they will have specialized training in a specific field.

The complex would comprise of administration unit, academic unit, public oriented activity like exhibition, seminar etc. Residential unit, like students hostel would be filled with the existing halls of Dhaka University.

CHAPTER 02

Site Appraisal

Content

2.1 Location of the site

2.2 site and surroundings

2.3 Environmental considerations

2.4 SWOT Analysis

2.1 Location of the site:

2.1 Location: Dhaka University, at shahbagh node, opposite of National Museum, Bangladesh.

2.1.2. Site area: 343669.37 sqft, 7.9 acres

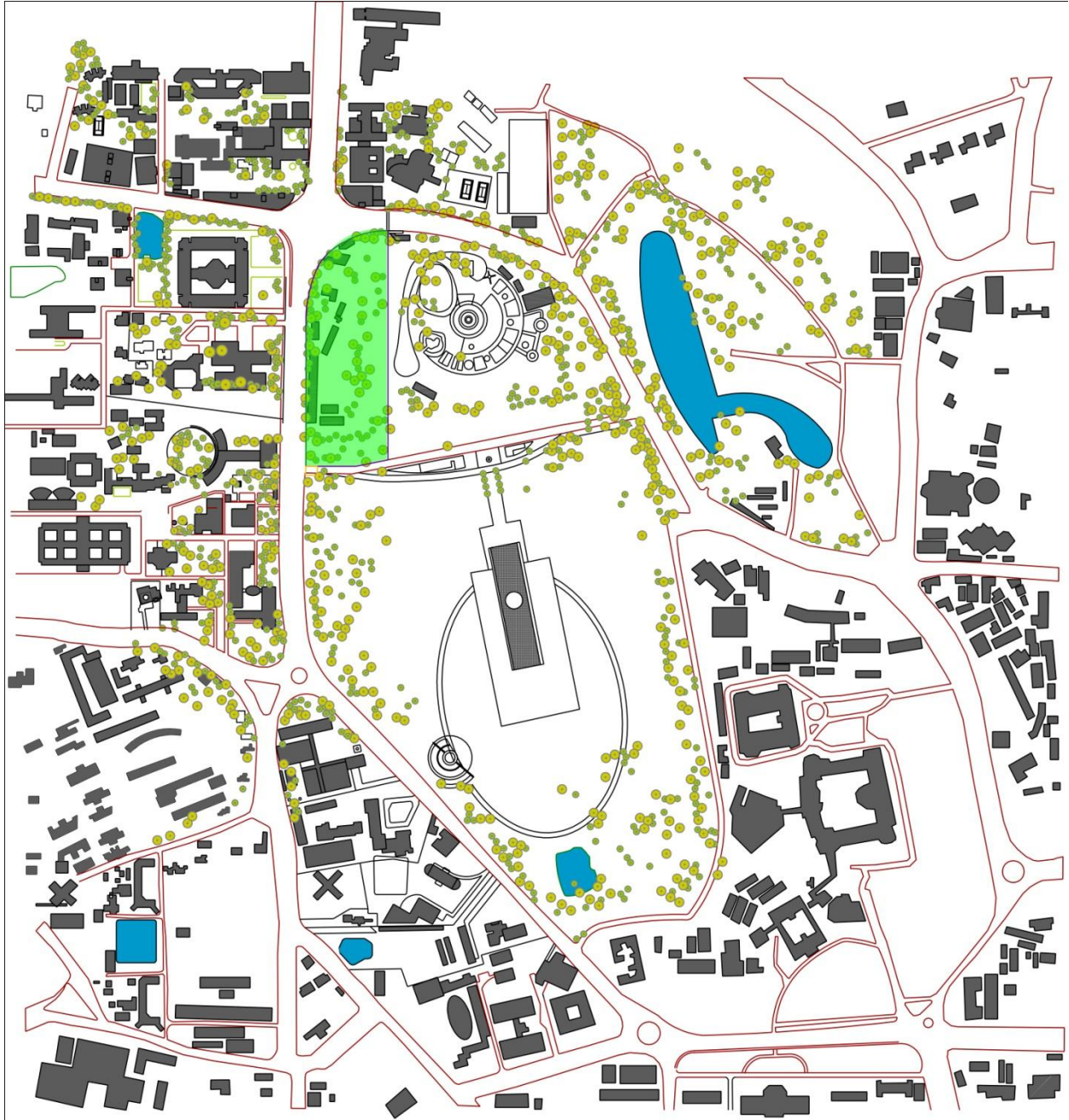
Built area: 248554 sqft

The site is located in shahbagh node, where now the shahbagh police station situated; it is just opposite of the National Museum, Public library and fine art institute.

It is in the transitional point or in the thresh hold of urban concrete jungle and

An actual jungle of green (rescores park).

2.2 Site and surroundings:



2.2.1 Site area

The area of the site is approximately 343669.37 sqft, 7.9 acres.

2.2.2 Existing Land use:

The site is originally owned by Dhaka university authority. In the British period, there was a British officer's mess. But later the area was brought for Dhaka University, by a group of elite people of Bangladesh lead by nawab solimullah, which was the basic requirement for establish a university.

But after British period, when Bangladesh was east Pakistan, the Pakistani government took many lands from Dhaka university property, which is now used as buet university, silpokola academy extension, Bangladesh sthapotto audhidopter etc. institution.

But the area of the site was, unused till 1995. Recently it is being used as shahbagh police station.

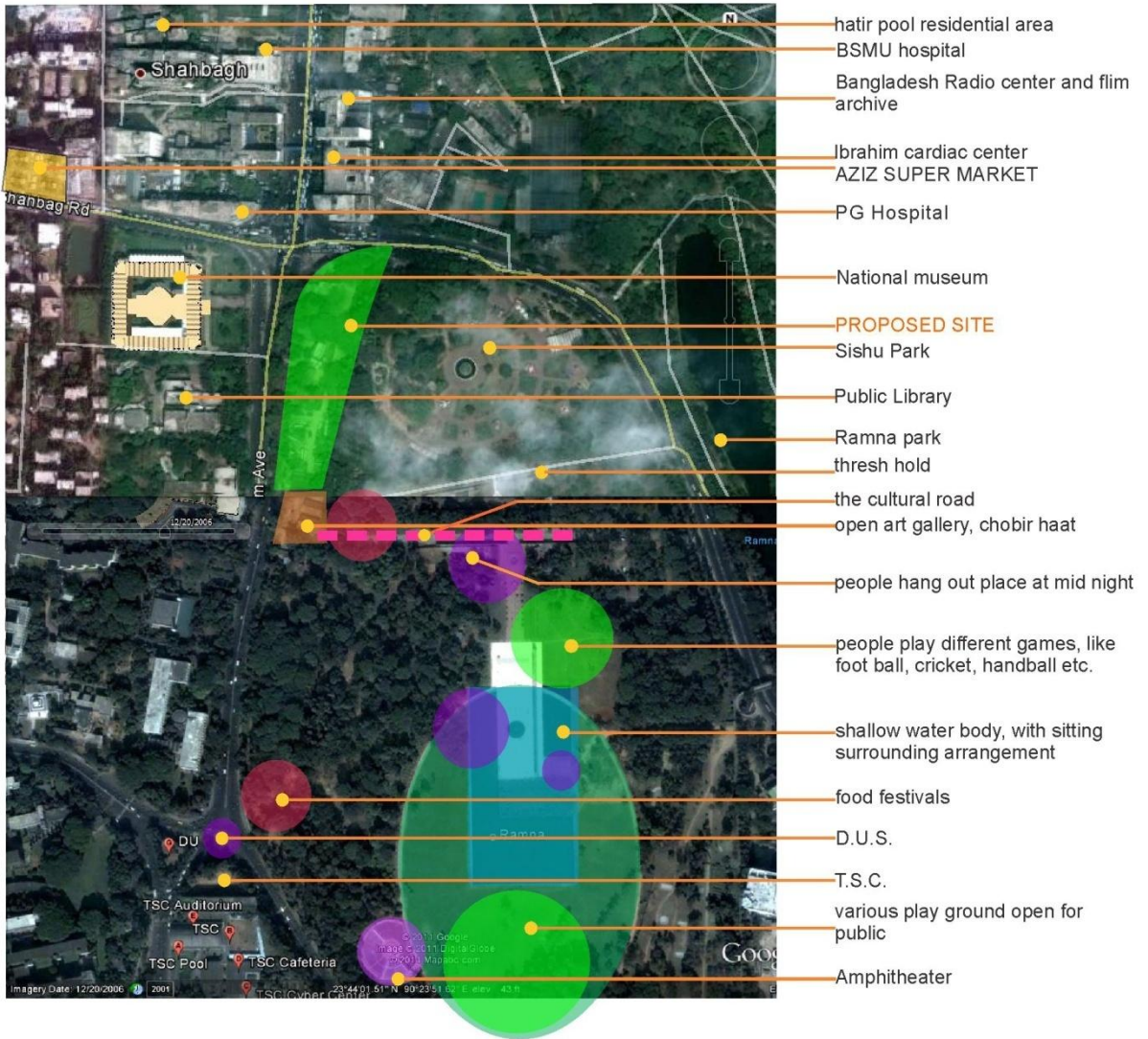


Fig 1.1: site and surrounding
 Source: (www.googleearth.com)

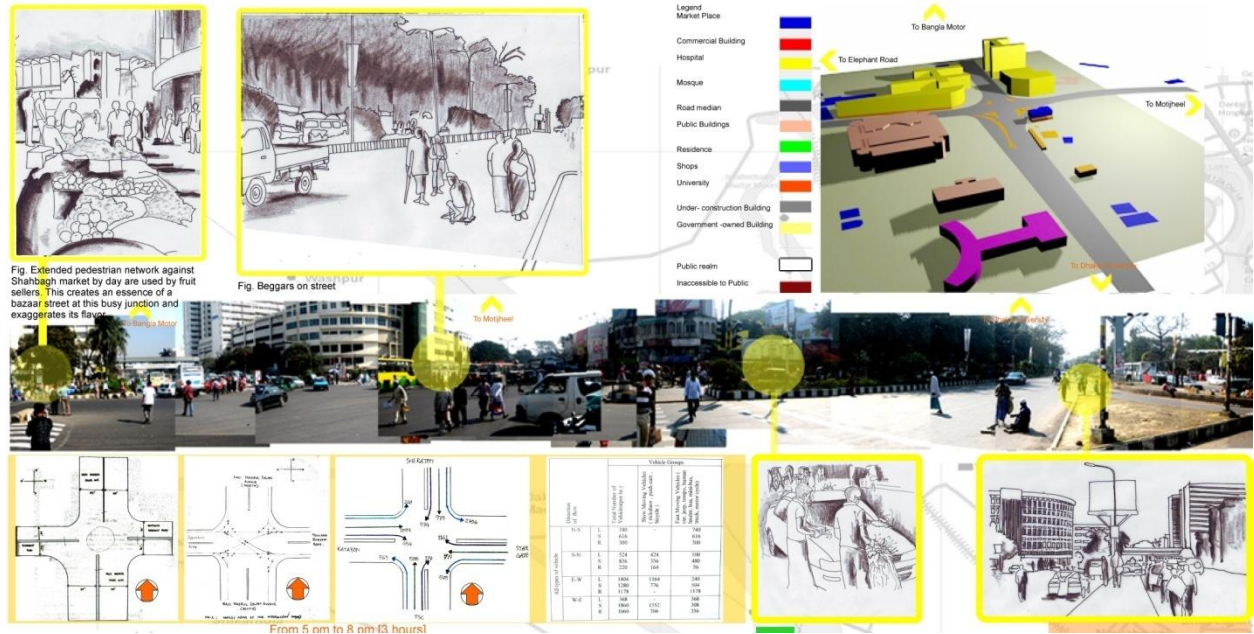


Fig 1.2: site and surrounding

Source: site survey, by kadri, 2012, February 2012

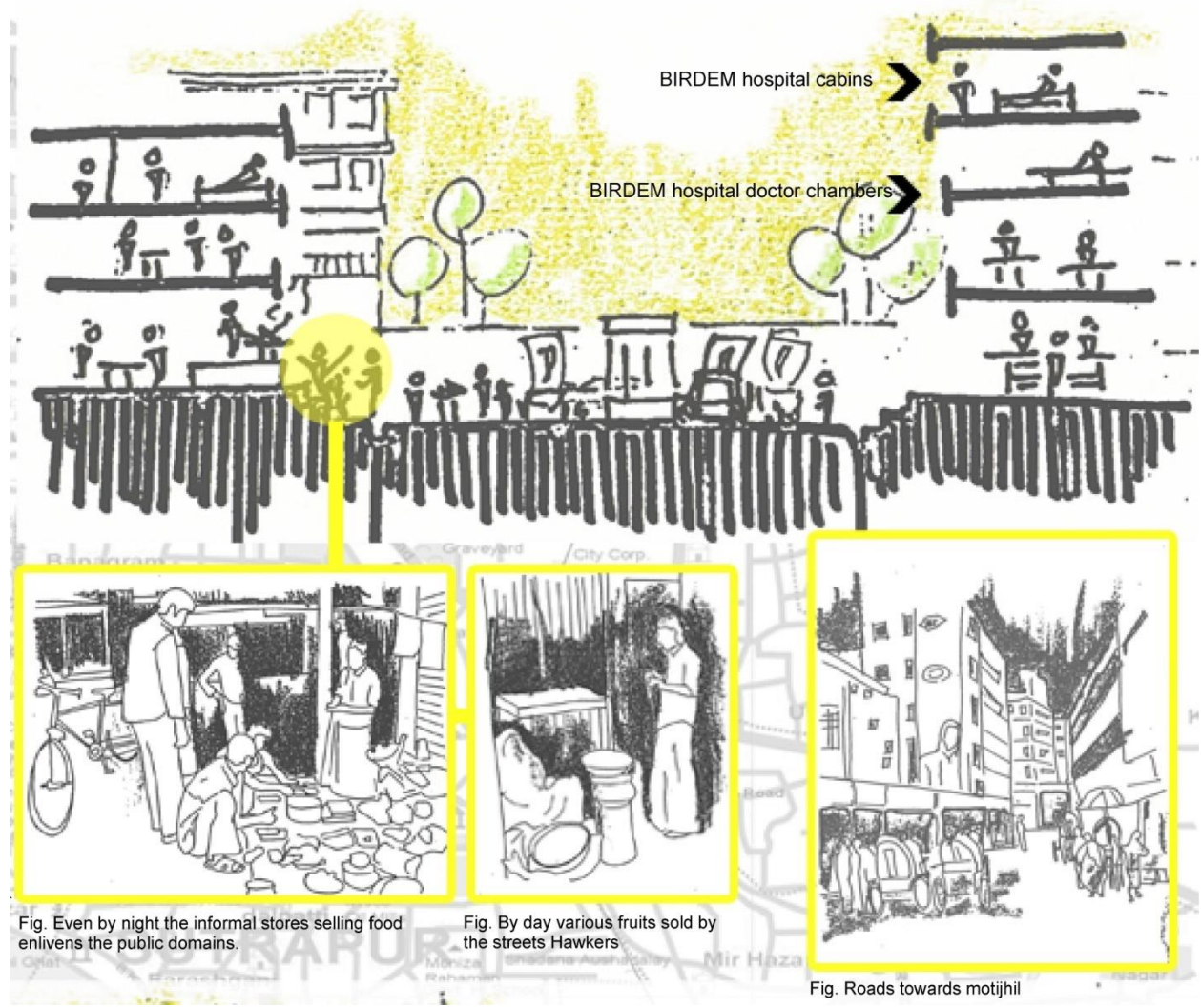


Fig. Even by night the informal stores selling food enlivens the public domains.

Fig. By day various fruits sold by the streets Hawkers

Fig. Roads towards motijhil

Fig 1.3: site section

Source: site survey by kadri 2012, February 2012



PANORAMIC VIEW FROM THE SHAHBAG NODE



PANORAMIC VIEW FROM THE SHAHBAG NODE

SITE BETWEEN THE THRESHOLD OF
CONCRETE AND GREEN

APPROACH FROM MOHAKHALI-AIRPORT ROAD



NORTHEN VIEW

Fig 1.4: site and surrounding, panoramic view

Source: site survey by kadri, February 2012

2.2.3 Adjacent land use:

The site is located in the edge of the Dhaka University area by northern side, at shahbag node. The area is also the most happening place of urban Dhaka city.

On, Northern part,

1. Aziz super market at the northern part is one of the literature, photography and alternative film making activities hub of Dhaka city.

2. Ibrahim diabetic hospital, P.G. hospital, bangabondhu medical college hospital, Ibrahim cardiac hospital because of all these hospitals, each day a huge number of people came here from around the city.
3. Betar somprochar kendro and Bangladesh film archive, is also one of the important related establishment for these site.

On western part,

4. National Museum of Bangladesh, is also one of the place where at glimpse we can see our history and heritage, it could be a short quick learning ground for both photographer and videographer.
5. Department of fine art institute, Dhaka University, the student of this department is first organizer of the “chobir haat- a place where anyone can buy or sell there photography”
6. Flower market, the largest flower market of Dhaka urban city, where each day almost 5 lakh – 15 lakh taka’s flower sells.

On the eastern side,

1. Ramna Park and rescoves filed one of the large green chunk or breathing space of Dhaka city, also historically important ground, where our “sadhinota stomvo” and “sikha onirbaan” situated.
2. *Shishu park*, largest government owned children amusement park, just adjacent to the site.

On the southern side,

1. Teacher’s student’s council (T.S.C.) and D.U.S., the creative meeting place for young fresh students of Dhaka University as well as outside people.
2. Bangla academy, “*ekushey book fair*” hold in here, each year, in February.
3. *Bangladesh Sishu academy*, creative leaning place for children.

2.2.4. Road network and circulation:

It is situated on a node, where 4 roads meet at one point.

Almost from all part of the city has it's connection, with this roads.

From northern side, tejgaon-gulshan connecting road.

From eastern side, motejhel connecting road.

From western side, dhanmondi-mohammadpur connecting road.

From souther side, lalbagh and old Dhaka connecting road.

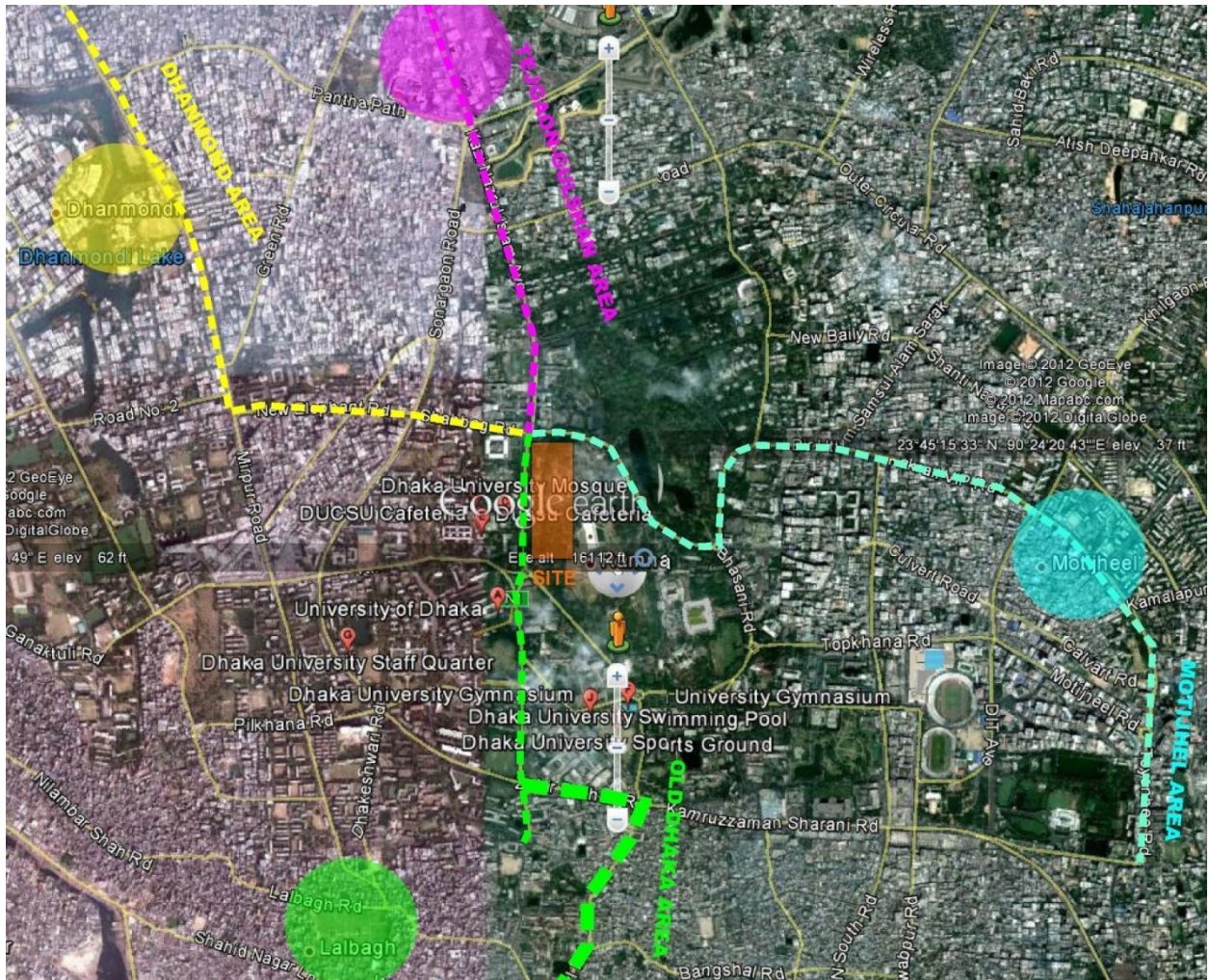


Fig 1.5: Road connecting network

Source: (www.googleearth.com)

2.3. Environmental considerations:

2.3.1. Topography

The topography is flat land and no significant elevation variation.

2.3.2. Habitation

To the northern spare,

Tejgaon, gulshan, banani etc. mixed commercial-residential zone situated.

Which are also called elite class habitant spare, of the Dhaka urban city.

To the southern spares,

The most old and dense habitation, old Dhaka situated. Lalbagh, shutrapur etc.

To the eastern spare, a large chunk of green, as sauradi uddayan and Ramna Park situated and then government offices. So, on a large portion of the eastern spare are without residential area. And after office time become vacant.

Then motijhel (commercial place), place at the outer spare.

To the western side,

Elephant road, dhanmondi residential area, hazaribagh etc residential places situated.

2.4. S.W.O.T. Analysis:

Strength:

- Offers a variety of choices to the public to engage in
- The museum, public library and institute of fine arts, Shahbagh market, hospitals define the node as a secondary heart of the city.
- Open recreational spaces- Ramna park, Sohrawardy uddyan

Weakness:

- Too much services, at one place.
- No well-defined public streets although a lot of public services- library, museum, and hospitals exist.
- Hoodlum, beggars use the dividers in an unregulated manner.

Opportunity:

- Some of the open spaces specially Sohrawardy uddan opposite to institute of fine arts can be redesigned for better public use.
- The transport hub can be redesigned to serve better ends

Threat:

- The unplanned growth when coupled with the essence of a city centre can result in it's failure.

The C.H.I.P. data:**Culture:**

- Invites a diverse age group
- The street shops imbibes the idea of providing junctions for people to congregate
- The Institute of Fine Arts encourages artists Students of the Dhaka university enlivens the place
- Exhibitions, cultural performances saturate the public life at times

Heritage:

- National museum
- Shwardi Uddyan: A place that reflects the past
- Art history depicted at the Institute of Fine Arts

-An important place during various festivals

Infrastructure:

- Diverse height profile
- Massive built forms
- Wide roads
- Public spaces
- Diverse population group entertained
- Important transportation hub
- Important public infrastructure such as Public Library, Specialized Hospitals, ,market, amusement park, park, educational institution, religious institution.

Preservation:

- Preserve its nature as an intermediate space between old and new town
- The public spaces
- The green spaces
- The floral shops

Chapter 3

Literature Review

Content

- 3.1 History of Photography and videography institution of Bangladesh
- 3.2 Planning of the Curriculum for the photography and videography department
- 3.3 Career diversities opportunity from photography and videography profession
- 3.4 The objective of the department

3.1. History of Photography and videography institution of Bangladesh

Photography is one of the finest artistic ways to capture and tell our everyday living, Struggle, Joy and achievements. And that is why, from the very beginning of photography, in early 1960, it gain its popularity in this nation.

Then, Mr. M.A. beg has, through individual efforts established “Begart Institute of photography” In Dhaka, which was the first photographic institute of Bangladesh. Thus, the photographic society also started to form.

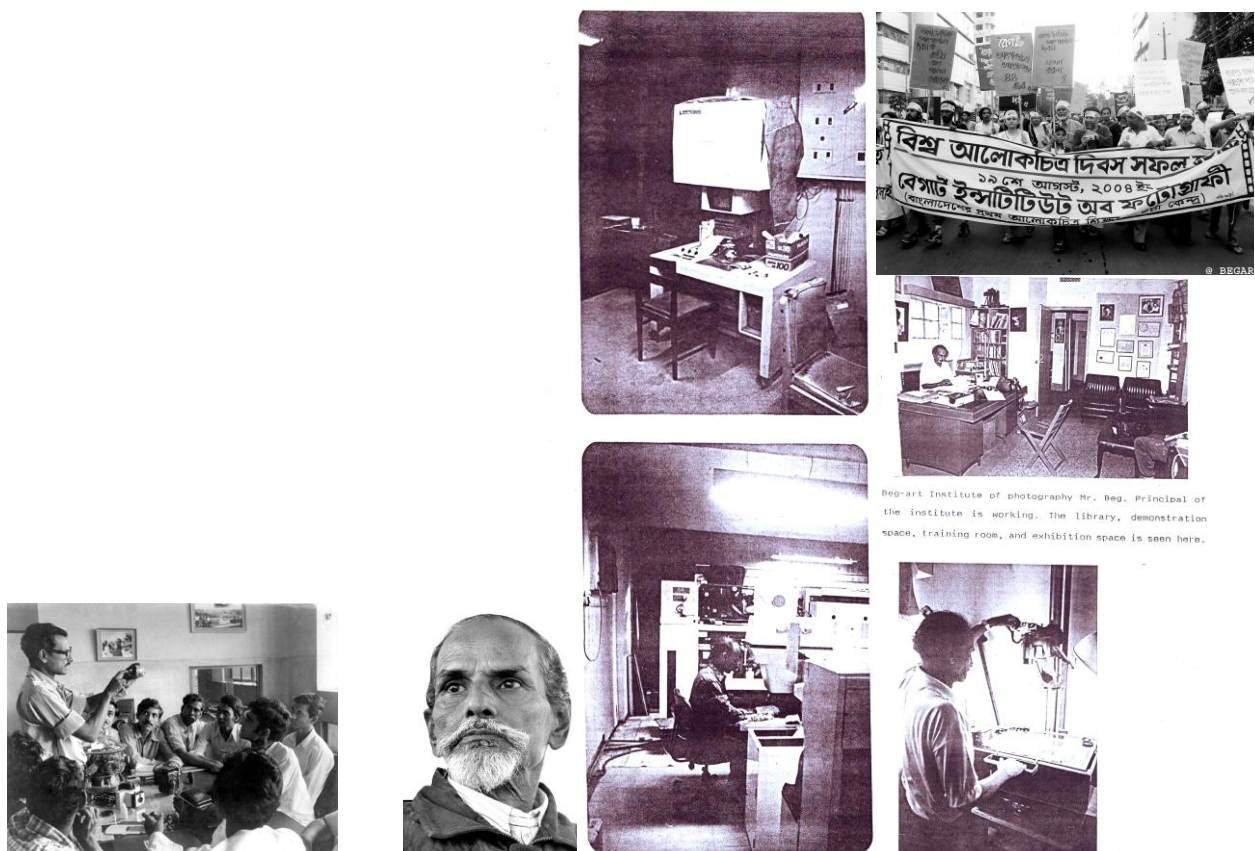


Fig 1.6: beg art institute

Source: drik photo library, and teachers of “pathshala”, 2012

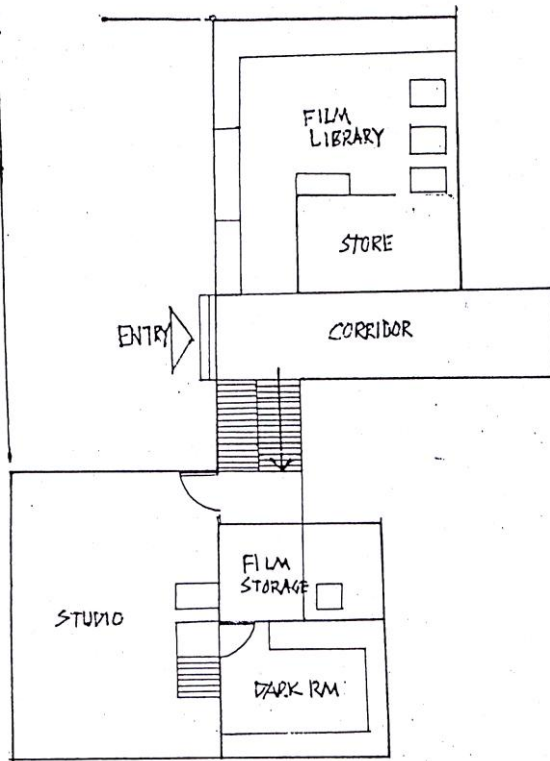
Then one of the students of BEG ART INSTITUTE Shahidul Alam, start a photography library called, DRIK PICTURE LIBRARY.

DRIK Picture library and exhibition center:

DRIK, meaning inner vision, philosophy of vision is a picture library with a difference.

Established in 1989, in the Dhaka city, capital of Bangladesh. It is dedicated to presenting third world photography striving to create an alternate image of Bangladesh and that of third world notions.

The library was small only about 6000 images but is rapidly growing, with wide range of subjects in both black and white and color.



DRIK FILM LIBRARY

Fig 1.7: FIRST DRIK PICTURE LIBRARY'S PLAN

Source: Drik library photo library, and Mr. samsul alam, 2012

Then, they build, DRIK GALLERY

DRIK GALLERY

Though the Drik Gallery was opened in August 1993 with the first showing of World Press Photo in Bangladesh, there is a story behind the scenes. We were in the midst of

a massive democratic movement in the late eighties. On the streets, through curfews and through tear gas, we were documenting events in their entirety. Throughout this period, the major galleries, either state owned or belonging to foreign embassies, were not prepared to exhibit our work, since it was 'political'. We knew we had to build our own gallery. The first ever staging of World Press provided the perfect opportunity. We gathered our resources and built what is now, one of the finest galleries in South Asia and the largest private gallery in Bangladesh.

The gallery, split into two levels (on the first and second floor of the building), has permanent wall space measuring 446 running feet. Its total floor area is 2,796 square feet.



Fig 1.8: DRIK GALLERY

Source: (<http://www.pathshala.net/controller.php?view=photograph>)

Then after a while, they start a full phased photography learning institute named “Pathshala” and which later also cover videography sector.

The South Asian Institute of Photography

Located at 16, Panthapath. West Dhanmondi. Dhaka. Pathshala,

The South Asian Institute of Photography (www.pathshala.net) is considered by many to be the one of the finest schools of photography in the world. Students interact with a star studded visiting faculty of some of the finest professionals in the world. Students of Pathshala have gone on to win the National Geographic All Roads Awards, Joop Swart Masterclass and the Young Reporters award at Perpignan. It is the educational wing of Drik Picture Library Ltd. (www.drik.net). Bangladeshi photographer, writer and activist Shahidul Alam (shahidul.wordpress.com) is the founder principal of Pathshala.

The name Pathshala comes from the ancient education system that prevailed in South Asia. It brings to mind classes held underneath a large tree; conjuring up learning spaces without walls, in the cool shade of its leaves. The South Asian Institute of Photography not only allows students to explore the world of image making but provides them opportunities to question beyond the confines of the discipline. The conceptual absence of classroom walls enables 1st year students and 3rd year students to attend the same classes and work together on collaborative projects together with visiting faculty. This enhances and complements each student's learning experience.

The institute started in 1998 in conjunction with a three-year World Press Photo educational initiative. It was launched to coincide with the Dhaka's annual WPP exhibition. This exhibition was also replicated in other countries like Peru, Bosnia and Zimbabwe. This initiative of WPP and Drik Picture Library Ltd, was supported by The British Council, The Thomson Foundation and Panos South Asia. Since then, Pathshala has slowly grown to become a fully-fledged educational wing of Drik, a socially-conscious photo resource centre also based in Dhaka, Bangladesh. The first group of six students is now among prominent photographers whose photographs have been published in some of the leading publications worldwide. From its modest beginnings Pathshala expanded attracting students from within Bangladesh as well as outside. In January 2010 Pathshala decided to be extended to other sectors of the media, namely broadcast, print and multimedia journalism. At the same time Pathshala decided to change its name to South Asian Media Academy to reflect the development. The

launching of the new Media Academy took place on Monday, 22 March, 2010 by opening a new department on broadcast and multimedia journalism.

Videography:

From the very first, with the film like, "*padma nodir majhi*", "*ora egaro jon*", "*jibon theke neya*", "*aguner poroshmoni*", "*titash ekti nodir naam*", cinematography gain very popularity among the people of Bangladesh. *Jahir Rayhan*, *chashi nazrul islam*, *sotto saha*, are very famous director of the early history of cinematography. But later it declined its popularity due to lack of talented directors, story line, low qualities films and lack of modern of technologies.

And the main reasons were it is gradually become expensive, it required a certain amount of time to learn to handle this technology, and there are not many institution to teach this media, in Bangladesh.

Then there came videography, which was easy to learn, just with a video film coder any one start can this career. And also post production and editing are very easy.

And so, especially new generation moved towards, videography or digital film technology, and in almost by self learning this alternative media grow, and it spread out informally by one people to another.

Sahbagh, aziz super market becomes the center of the videography related film. *Mostofa Sarwar Faruqi*, *Iftakharul fahmi*, *Redwan roni* were the pioneers of videography, later with the organization led by them, like *raang-mistiri*, *chabial* this technology spread out throughout the country. And now the first digital movie, by this technology "*Laal tip*" is releasing this month. And many more to come.

But now, Morshedul islam's institution, Animesh aich's rang mistiri (based on fine art department of Dhaka university), mostofa srowaar faruqi's chobiyal (from aziz super market), pathsala teching videography.



some well known persons from our media industry product of aziz super market

ongoing a drama serial about aziz super market

Fig 1.9: some of the actor and serials produced by videography

Source: "pathsala" library resources

Thus it can be said, that Bangladesh photographic and video graphic history is short but it is of pride and in the progress. And from this point, the future is very promising.

3.2. Planning of the Curriculum for the photography and videography department

Recommended Plan Of Study (1)

BS Photography, Fall/Winter
4 Year program

4.

Term 1		Credits
ARTH 101	History of Art I: Ancient to Modern	3.0
ENGL 101	Expository Writing and Reading	3.0
PHYS 121	Physical Science for Design I	4.0
UNIV 101	The Drexel Experience	1.0
VSST 101	Design I	4.0

	<i>Term Credits</i>	<i>15.0</i>
5.	Term 2	Credits
	ENGL 102 Persuasive Writing and Reading	3.0
	PHTO 110 Photography	3.0
	PHYS 122 Physical Science for Design II	4.0
	UNIV 101 The Drexel Experience	1.0
	VSST 102 Design II	4.0
	<i>Term Credits</i>	<i>15.0</i>
6.	Term 3	Credits
	ARTH 102 History of Art II: Renaissance to Modern	3.0
	ENGL 103 Analytical Writing and Reading	3.0
	MATH 119 Mathematical Foundations for Design	4.0
	PHTO 140 Digital Photography I	4.0
	PHTO 210 Intermediate Photography	3.0
	<i>Term Credits</i>	<i>17.0</i>
7.	Term 4	Credits
	ARTH 103 History of Art III: Early Modern to Postmodernism	3.0
	PHTO 233 Large Format Photography	4.0
	PHTO 253 Fine Black & White Printing	3.0
	VSST 110 Introductory Drawing	3.0
	<i>Term Credits</i>	<i>13.0</i>
8.	Term 5	Credits
	COOP 101 Career Management/Professional Development	0.0
	PHTO 236 Photojournalism	4.0
	PHTO 240 Digital Photography II	4.0
	PHTO 275 History of Photography I	3.0
	VSST 111 Figure Drawing I	3.0

	Free elective	3.0
	<i>Term Credits</i>	<i>17.0</i>
9.	Term 6	Credits
	PHTO 231 Color Photography	4.0
	PHTO 276 History of Photography II	3.0
	Arts and Humanities elective	3.0
	Free elective	3.0
	<i>Term Credits</i>	<i>13.0</i>
10.	Term 7	Credits
	FMVD 110 Basic Shooting and Lighting	3.0
	PHTO 234 Studio Photography	4.0
	PHTO 361 Advanced Photography	4.0
	Free elective	3.0
	Visual Studies (VSST) elective	4.0
	<i>Term Credits</i>	<i>18.0</i>
11.	Term 8	Credits
	PHTO 334 Advanced Studio Photography	4.0
	PHTO 392 Junior Project in Photography	3.0
	Social science elective	3.0
	Visual Studies (VSST) elective	4.0
	Arts and Humanities elective	3.0
	<i>Term Credits</i>	<i>17.0</i>
12.	Term 9	Credits
	Free elective	3.0
	Arts and Humanities elective	3.0
	Visual Studies (VSST) elective	4.0
	Social science elective	3.0
	<i>Term Credits</i>	<i>13.0</i>
13.	Term 10	Credits
	PHTO 451 Photography and Business	3.0

	PHTO 452 History of Contemporary Photography	3.0
	PHTO 492 Senior Thesis in Photography I	3.0
	Social science elective	3.0
	Free elective	3.0
	<i>Term Credits</i>	<i>15.0</i>
14.	Term 11	Credits
	PHTO 350 Photography and Culture	3.0
	PHTO 465 Special Topics in Photography	3.0
	PHTO 493 Senior Thesis in Photography II	3.0
	Free electives	6.0
	<i>Term Credits</i>	<i>15.0</i>
15.	Term 12	Credits
	PHTO 465 Special Topics in Photography	3.0
	PHTO 495 Senior Thesis in Photography III	3.0
	Free electives	6.0
	<i>Term Credits</i>	<i>12.0</i>
	Total Credits (minimum)	180.0

**Recommended Plan Of Study(1)
BS Film and Video, Fall/Winter**

4 Year program

Term 1	Credits
DIGM 100 Digital Design Tools	3.0
ENGL 101 Expository Writing and Reading	3.0
FMST 150 American Classic Cinema	3.0
FMVD 110 Basic Shooting and Lighting	3.0

UNIV 101 The Drexel Experience	1.0
VSST 108 Design I for Media	3.0
<i>Term Credits</i>	<i>16.0</i>

Term 2	Credits
ENGL 102 Persuasive Writing and Reading	3.0
FMST 160 European Cinema	3.0
FMVD 120 Basic Sound	3.0
SCRIP 270 Screenwriting I	3.0
UNIV 101 The Drexel Experience	1.0
VSST 109 Design II for Media	3.0
<i>Term Credits</i>	<i>16.0</i>

Term 3	Credits
ARTH 102 History of Art II: High Renaissance to Modern	3.0
ENGL 103 Analytical Writing and Reading	3.0
FMVD 115 Basic Editing	3.0
MATH 119 Mathematical Foundations for Design	4.0
TVPR 100 TV Studio: Basic Operations	3.0
<i>Term Credits</i>	<i>16.0</i>

Term 4	Credits
ARTH 103 History of Art- Early to Late Modern	3.0
FMST 250 The Documentary Tradition	3.0
FMVD 205 Professions in Film and Video	3.0
FMVD 230 Basic Filmmaking	3.0
WBDV 240 Web Authoring I	3.0
Arts and Humanities elective	3.0

<i>Term Credits</i>	<i>18.0</i>
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Term 5	Credits
COOP 101 Career Management/Professional Development	0.0
DIGM 220 Digital Still Imaging I	3.0
FMVD 202 Directing for the Screen	3.0
Natural science elective	4.0
Social science elective	3.0
Arts and Humanities elective	3.0
<i>Term Credits</i>	<i>16.0</i>

Term 6	Credits
FMST 245 Non-Western Cinema	3.0
FMVD 200 Acting for the Screen	3.0
FMVD 215 Narrative Video Production	3.0
SCRP 280 Writing the Short Film	3.0
Natural science elective	4.0
<i>Term Credits</i>	<i>16.0</i>

Term 7	Credits
FMVD 210 Documentary Video Production	3.0
FMVD 235 Intermediate Lighting	3.0
FMVD 237 Intermediate Editing	3.0
Social science elective	3.0
Arts and Humanities elective	3.0
<i>Term Credits</i>	<i>15.0</i>

Term 8	Credits
FMVD 220 Experimental Video Production	3.0
FMVD Production Workshop I	3.0

[322](#)

SCRP 370 Screenplay Story Development	3.0
Film Studies/Television Studies elective (See degree requirements for list)	3.0
Advanced Production elective (See degree requirements list)	3.0
<i>Term Credits</i>	<i>15.0</i>

Term 9	Credits
FMVD 323 Production Workshop II	3.0
Film Studies/Television Studies elective (See degree requirements for list)	3.0
Social science elective	3.0
Arts and Humanities elective	3.0
Free elective	3.0
<i>Term Credits</i>	<i>15.0</i>

Term 10	Credits
FMVD 495 Senior Project in Film and Video	3.0
Arts and Humanities elective	3.0
Free electives	6.0
Advanced Production elective (See degree requirements list)	3.0
<i>Term Credits</i>	<i>15.0</i>

Term 11	Credits
FMVD 495 Senior Project in Film and Video	3.0
Arts and Humanities elective	3.0
Free electives	6.0
Advanced Production elective (See degree requirements list)	3.0
<i>Term Credits</i>	<i>15.0</i>

Term 12	Credits
FMVD 495 Senior Project in Film and Video	3.0

Free electives	9.0
<i>Term Credits</i>	<i>12.0</i>
Total Credits (minimum)	185.0

3.3. Career diversities opportunity from photography and videography profession :

Preferable career in after photography degree:

- Wedding photography
- Portrait and studio photography
- Fashion photography
- Photo-journalism
- Advertising photography
- Magazine photography
- Event photography
- Digital photo art
- Fine art photography
- Landscape photography
- Architectural photography

Preferable career in after videography degree:

- Video editors
- Videographer

- Broadcast technician
- Audio-video equipment technician
-

3.4. The objective of the department:

1. Bring two subjects in the reach of all students of Bangladesh, as it is very expensive to study.
2. Give a well known, proper certificate after the graduation, which would be internationally recognized after graduation.
3. From the 2 film studio, dubbing studio, film mixing studio, editing panel, auditorium, exhibition gallery , food court, flower shops rent would be used for student waivers, supporting them in their works or exhibitions and buying equipments.
4. Open air amphitheater show, auditorium, exhibition center would help them to display their works and promote them publicly. It also creates a platform for them, before starting the career.
It would also create a platform for them, before starting the career.
5. The site would also be great inspiration for their works.

Chapter 4

Case studies

Content

4.1 Case studies

4.2 Case studies Findings

4.3 Case findings

4.4 Others functions studies

4.1 Case studies:

4.1.1. Case study 01:

(Sub continental Project)

Project name: Central Institute for Education Technology, New Delhi, India

Location: jaiselmeer, india.

Site area: 10,500 sq m.

Building Type: Education & Research

Year of complete: 1986

Architect: Raj Ka Rewal Associates

The courtyard as a space is based on an urban topology. The courtyard topology madrasa character, with it's multiple levels of terraces of jaiselmeer.

Courtyards at various levels and an amphitheater in the main courtyard form a series of open spaces that collectively offer a unique opportunity for discussion groups, theater and an amphitheater in the main courtyard and even educational film making. The courtyard and internal surface are treated as the public realm. With most of the class room at the outer edge is formed of circulation spaces on all levels and modulated of create semi-open spaces, sitting alcoves and terrace, thereby further reinforcing a public a public realm along the edge of the courtyard.

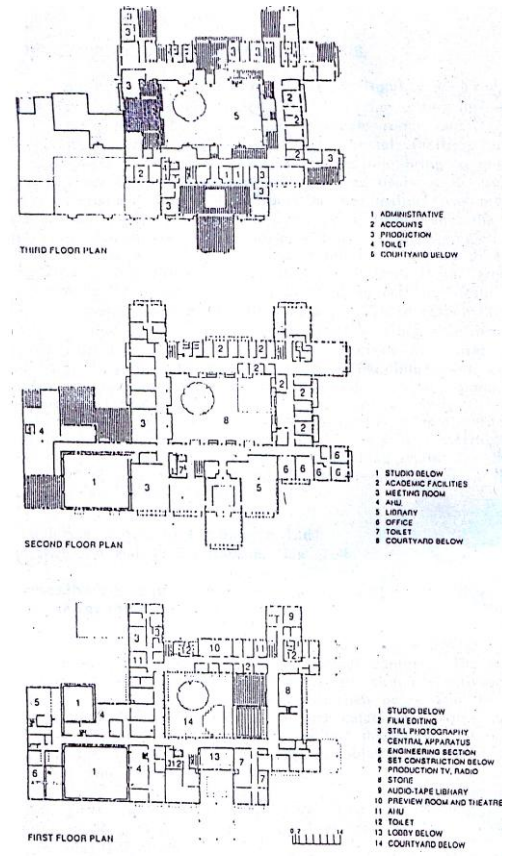


Fig 2.1: Central Institute for Education Technology, New delhi, India

Source: <http://www.rajrewal.org/projects/research-ciet.htm>

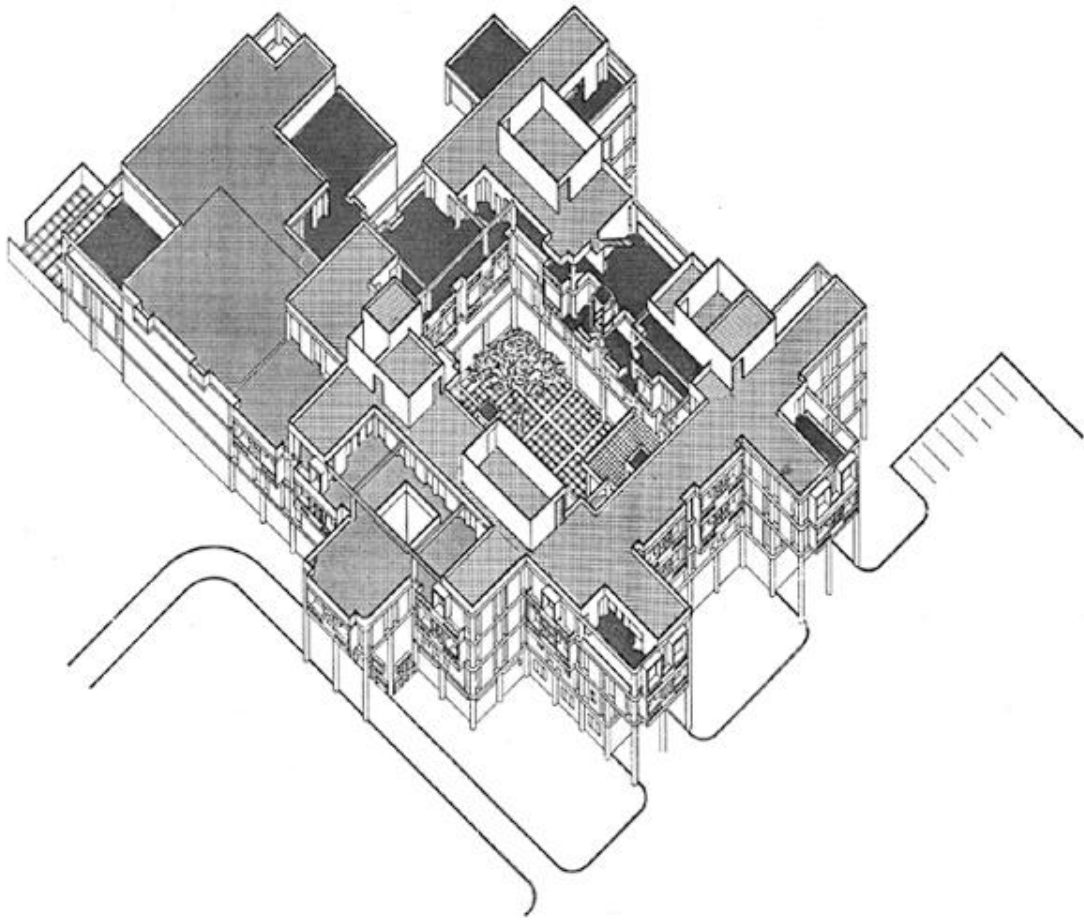


Fig 2.2: Axonometric view Central Institute for Education Technology, New delhi, India

Source: http://www.rajrewal.org/projects/ciet/image1_2.jpg

Sub continent projects



Fig 2.3: different views of Central Institute for Education Technology, New delhi, India

Source: <http://www.rajrewal.org/projects/research-ciet-2.htm>

4.1.1. Case study 02:

(International Projects)

Project name: School Of Arts In Canterbury

Architects: Hawkins\Brown

Location: University of Kent, Canterbury, England

Project area: 2,500 sqm

Project year: 2006 – 2009

Photographs: Tim Crocker, Daniel Clements

The Jarman Building, The 'University of Kents new School of Arts building, which Hawkins\Brown won through a design competition in 2007, is now complete and has been awarded an RIBA (Royal Institute of British Architects) Award 2010.

Previously split across various buildings on the campus, the new zinc- clad building consolidates three different departments of the School – drama, film and visual arts – under one roof.

The £6.6 million project comprises

- drama rehearsal studios,
- art gallery,
- film and edit suites,
- a postgraduate centre,
- academic offices,
- Administrative facilities and supporting services.

When Hawkins\Brown won the commission in 2007 they were praised by the competition jury for their vision for new centre as an integrated department. The jury

commented: “Five architects have designed beautiful buildings, but only Hawkins\Brown have designed a School of Drama, Film and Visual Arts.”

With the formal qualities of a town square the new landscaping at the front of the building provides an arrival point on the campus, with links to the Student Union building opposite. A second square connects the new School of Arts to the University's Architecture Department and offers students substantial outdoor space to display, perform and showcase their artwork, offering the opportunity for collaboration between the two departments.

The building is wrapped entirely in tiled zinc cladding and punctured regularly with recessed openings. This façade treatment responds to the muted language and blockwork module of the adjacent 1960s Marlowe building.

A flush glazed high specification curtain walling system provides a datum around the building, bringing natural daylight into the circulation spaces and offering views into the ground and first floor of the building. Solar shading is provided through the use of encapsulated zinc mesh within the system, negating the requirement for any applied projected external shading, which would disrupt the building's seamless form.

The building's simple yet bold square plan beguiles the intricately arranged internal spaces. Box-like rooms, mostly double-height, individually cater for the distinct and separate environments appropriate to each of the departments.

The central atrium accommodates a robust steel staircase with link spaces that provide informal meeting and social spaces encouraging interaction between the students and staff from the different departments. A distinctive but neutral colour palette of black, white and grey helps to bring order to a series of spaces that are full of energy and activity. This neutral background is highlighted by flashes of bright red in the form of a 'family' of furniture; glossy red chairs, geometric soft sofas, fatboy beanbags, and deck chairs are scattered throughout the building. Red fluorescent baton lights and neon signage in the foyer spaces complement the interior architecture. A loose composition

of spherical light fittings cascades through the light well, visually connecting the levels with a cloud of light.

At roof level, offices for the academics are arranged around a roof terrace offering an outdoor meeting/teaching space. Although proportionally much smaller than the 'box-like' rooms on other floors, each office features a full-height window wide and tall enough for a person to stand against, thereby introducing a human scale to the building.

Hawkins\Brown's design ultimately offers a flexible container for various uses, within which the School of Arts can grow and adapt in time.

“The School of Arts succeeds in terms of both its architectural presence on the university campus and of its interiors, which reinforce a sense of community in teachers and students, who benefit from well-delivered studios for drama, film and visual arts. Above the perimeter clusters of staff offices are accessible and well-lit and surround the heart of the schools which is three storey open atrium, which has tough finishes of steel and timber to the balustrades. A simple internal colour palette of red, black, white and grey has been adopted, while externally zinc shingle sheets predominate as a self-finished cladding which should still look good over time. This building demonstrates how good design can improve learning and is an exemplar for future campus architecture.” - RIBA Awards 2010 Jury citation.

HawkinsBrown
School of Drama, Film and Visual Arts
University of Kent

01 02 03 04

1. Student Reception
2. Drama Space
3. Family WC
4. Male WC & Shower
5. Staff Rooms
6. Staff Office
7. Staff Office
8. Film Studio
9. Sound Studio Control Room



HawkinsBrown
School of Drama, Film and Visual Arts
University of Kent

01 02 03 04



Fig 2.4: plans of School Of Arts in Canterbury

Source: <http://www.archdaily.com/102188/school-of-arts-in-cantenbury-hawkinsbrown/plan-01-113/>

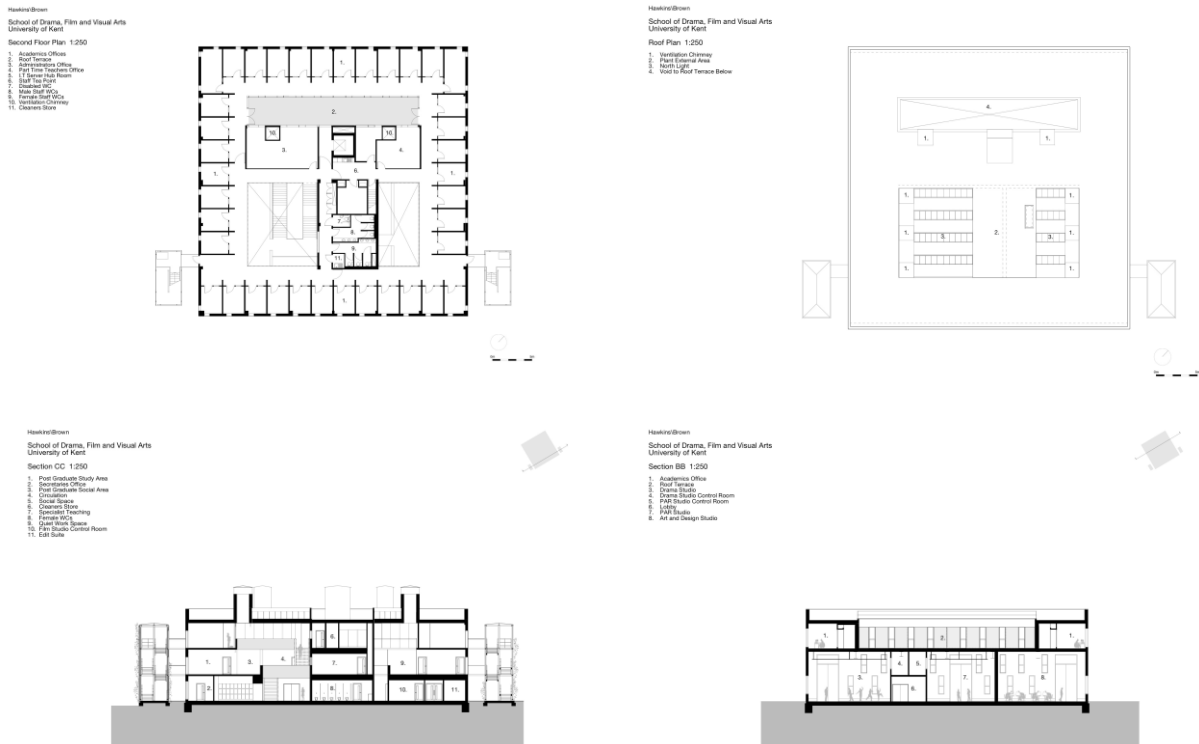


Fig 2.5: different floor plans of School Of Arts, Canterbury

Source: <http://www.archdaily.com/102188/school-of-arts-in-cantenbury-hawkinsbrown/plan-02-108/>



Fig 2.6: different interior and exterior view of School Of Arts, Canterbury

Source: http://www.archdaily.com/102188/school-of-arts-in-cantenbury-hawkinsbrown/kent_dc_interior_03/

4.1.1. Case study 03:

(International Projects)

Project name: Yale Art + Architecture Building

Architect: Gwathmey Siegel & Associates Architects

Location: New Haven, Connecticut, USA

Mechanical Engineer: Altieri Sebor Wieber

Cost Estimating: Faithful & Gould

Specifications: Construction Specifications

Acoustics/AV/Telecommunications: Harvey Marshall Berling Associates

Building Code: Bruce Spiewak, AIA

Elevators: VDA

Landscape: Semmens Associates

Preservation: Gwathmey Siegel & Associates Architects; Hoffmann Architects
(Partner-in-Charge: Russell Sanders; Project Architect: Kevin Magness)

Lighting: HDLC

Security: Ducibella Venter & Santore

Exterior Diagnostics/Design: Hoffmann Architects (Partner-in-Charge: Russell Sanders; Project Architect: Kevin Magness)

Exterior Wall Consultant: Gordon H. Smith Corporation

Furnishings: Gwathmey Siegel & Associates Architects with Newman Architects, LLC
(Associate Principal: Gwen Wood Emery; Junior Designer: Jessica Alpert)

Environmental Consultant: Atelier Ten

Civil Engineer: BVH Integrated Services

General Contractor: Turner Construction Company

Photographs: Courtesy of Gwathmey Siegel & Associates Architects,

Yale University's Rudolph Building – formerly known as the Art and Architecture Building – was designed in 1963 by the modern master and then chair of the School of Architecture, Paul Rudolph. It is considered one of his most important works and was recently completely renovated and expanded, restoring the structure to its original 1963 intention and providing space for the History of Art department.

The 114,000 sqf Brutalist building, which is constructed of cast-in-place concrete, has a total of 37 different levels on nine floors, two below grade, and is a cornerstone of Yale's vibrant arts campus. As a result of a 1996 planning study, Yale University decided to undertake the exterior and interior renovation of the structure along with the addition of a seven-story History of Art Building that allows for an expanded Art and Architecture Library, classrooms, seminar rooms, lecture halls, faculty offices, lounge, and public café. The architects designed the project to qualify for a LEED Silver rating.

The design results from the integration of programmatic, structural and mechanical needs. It includes the restoration of exterior walls; the installation of historically correct windows; and upgrades to all building facilities including the exhibition gallery, jury and studio spaces; study areas; and administrative and faculty offices. It also introduces new lighting and furnishings throughout and brings the structure into compliance with current building and fire code regulations.

The new 87,000 sqf Jeffrey H. Loria Center for the History of Art, while an addition, is designed to present its own iconic presence in the overall composition. Its main volume is clad in limestone and zinc panels, with the intersections to the Rudolph Building rendered in glass and aluminum panels, thus reinforcing both the integration and articulation of the two structures.

This extraordinary project represents the culmination of Charles Gwathmey's forty-five year relationship with the university's School of Architecture. Paul Rudolph was its chairman during Mr. Gwathmey's studies and also became his mentor.

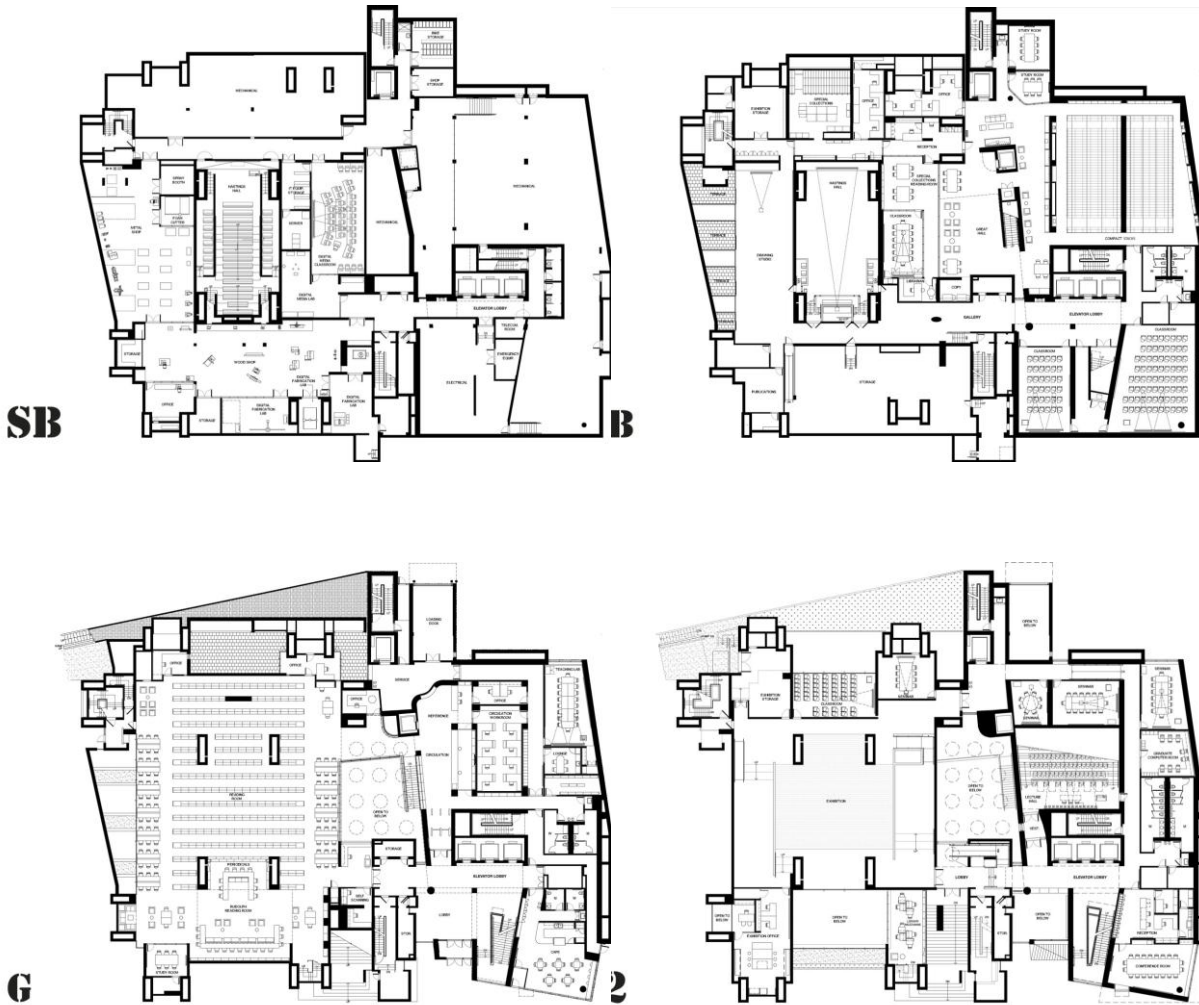


Fig 2.6: different floor plans of Yale Art + Architecture Building

Source: <http://www.archdaily.com/123171/yale-art-architecture-building-gwathmey-siegel-associates-architects/>

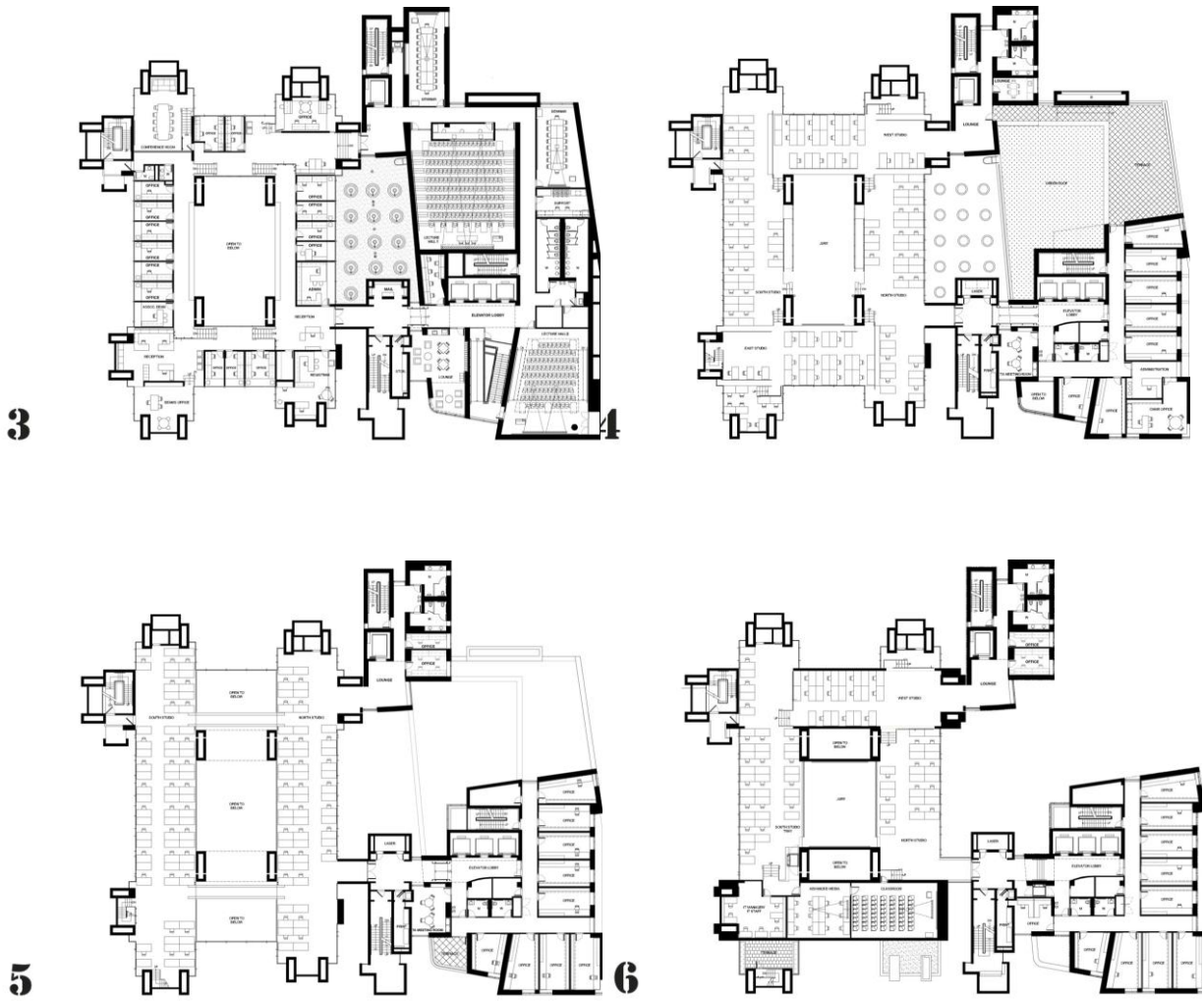


Fig 2.7: different floor plans of Yale Art + Architecture Building

Source: <http://www.archdaily.com/123171/yale-art-architecture-building-gwathmey-siegel-associates-architect>

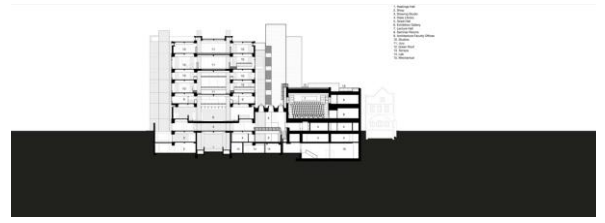
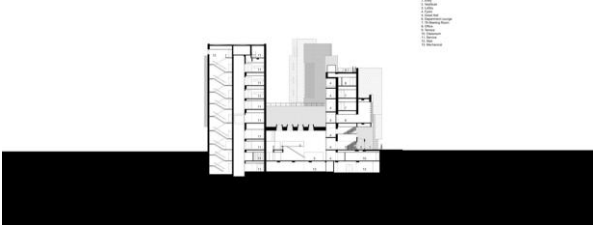
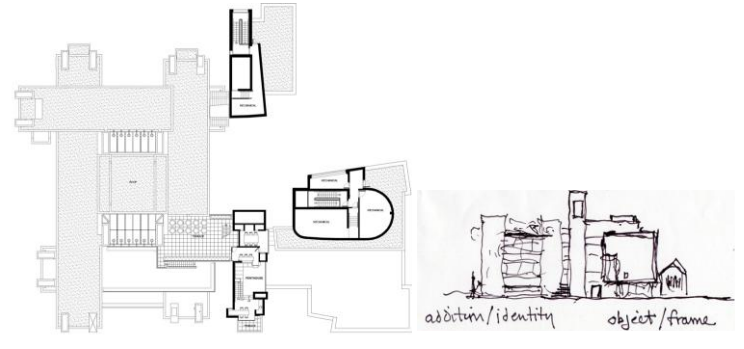
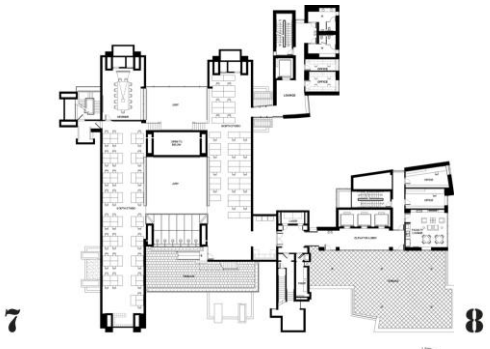




Fig 2.8: Sections of Yale Art + Architecture Building

Source: <http://www.archdaily.com/123171/yale-art-architecture-building-gwathmey-siegel-associates-architect>Source: (<http://www.archdaily.com>)



Fig 2.9: different interior and exterior views of Yale Art + Architecture Building

Source: <http://www.archdaily.com/123171/yale-art-architecture-building-gwathmey-siegel-associates-architect>Source: (<http://www.archdaily.com>)

4.3 Case findings

Central Institute for Education Technology, New Delhi, India

- The **courtyard topology** madrasa character.

Shaded courtyard or deep verandah helps good ventilation and this deep shaded places cools the surrounding air and ventilation.

- **Courtyards at various levels** and an **amphitheater in the main courtyard**.

Which form a series of open spaces that collectively offer a unique opportunity for discussion groups, theater and an amphitheater in the main courtyard and even educational film making.

- All this open, semi-open places creates idle places for nurturing creativities.

This institute also a great example to show in this kind of study, nature plays a vital role.

- The courtyard and internal surface are treated as the public realm.

These places are also very favorite among the youth generation.

- **Most the class room at the outer edge**

Which formed of circulation spaces on all levels and modulated of create semi-open spaces, sitting alcoves and terrace, thereby further reinforcing a public a public realm along the edge of the courtyard.

Yale Art + Architecture Building

- Have **37 different levels** on just **nine floors**.

This project shows how different level changes create a normal place into a whole new spaces.

- The design results from the integration of programmatic, structural and mechanical needs.

So, most of the decision comes from the practical solving of different requirements.

- Unique façade treatment.

Its main volume is clad in limestone and zinc panels, with the intersections to the Rudolph Building rendered in glass and aluminum panels, thus reinforcing both the integration and articulation of the two structures.

School Of Arts in Canterbury

- With the formal qualities of a **town square** the new landscaping at the front of the building provides an arrival point on the campus.
- Second Square connects the new School of Arts to the University's Architecture Department and offers students substantial outdoor space to **display, perform and showcase their artwork**, offering the opportunity for collaboration between the two departments.
- This façade treatment responds to the **muted language** and **block work module** of the adjacent 1960s Marlowe building.

The building is wrapped entirely in tiled zinc cladding and punctured regularly with recessed openings.

- A flush glazed high specification curtain walling system provides a datum around the building, bringing natural daylight into the circulation spaces and offering views into the ground and first floor of the building.
- Solar shading is provided through the use of encapsulated zinc mesh within the system.

Negating the requirement for any applied projected external shading, which would disrupt the building's seamless form.

- The building's simple yet bold square plan beguiles the intricately arranged internal spaces.

Box-like rooms, mostly double-height, individually cater for the distinct and separate environments appropriate to each of the departments.

- The central atrium accommodates a robust steel staircase with link spaces that provide informal meeting and social spaces encouraging interaction between the students and staff from the different departments.
- A distinctive but neutral color palette of black, white and grey helps to bring order to a series of spaces that are full of energy and activity.
- This neutral background is highlighted by flashes of bright red in the form of a 'family' of furniture; glossy red chairs, geometric soft sofas, fatboy beanbags, and deck chairs are scattered throughout the building. Red fluorescent baton lights and neon signage in the foyer spaces complement the interior architecture.
- At roof level, offices for the academics are arranged around a roof terrace offering an outdoor meeting/teaching space.
- Hawkins\Brown's design ultimately offers a flexible container for various uses, within which the School of Arts can grow and adapt in time.

4.4 Others functions studies

4.4.1. Exhibition space

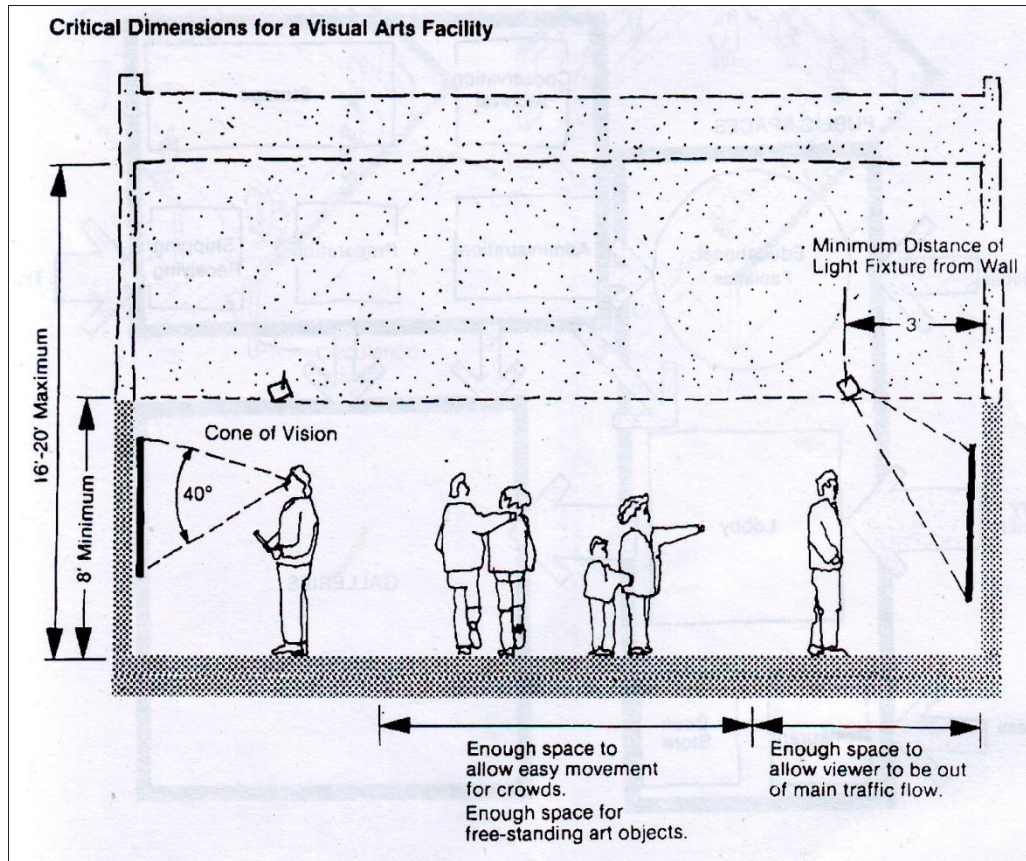


Fig 3.1: Critical Dimension for a visual Arts Facility

Source: Time savers book, page number 377 (2008-2009)

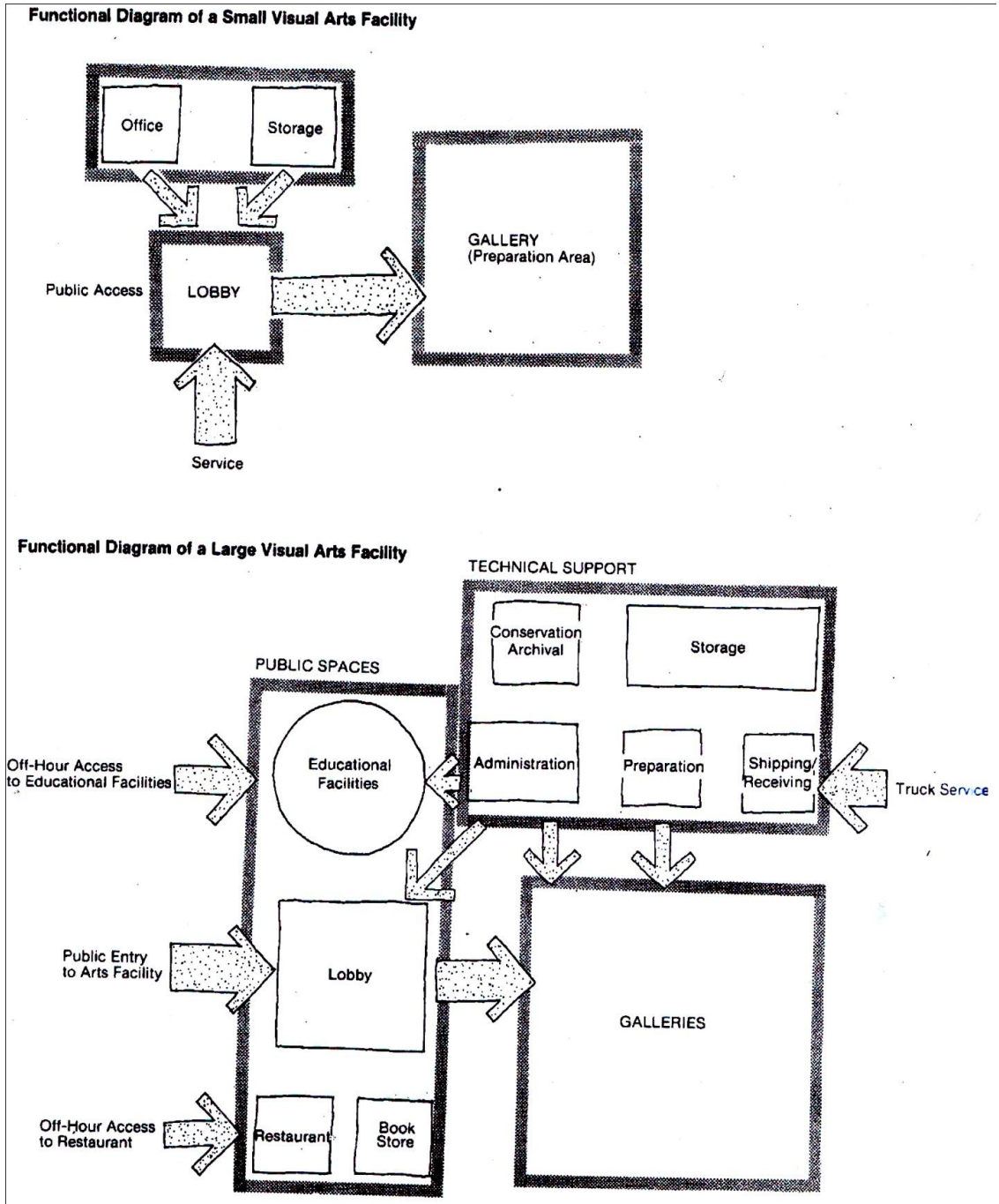


Fig 3.2: functional diagram for a visual Arts Facility

Source: Time savers book, page number 378 (2008-2009)

4.4.1. Exhibition space

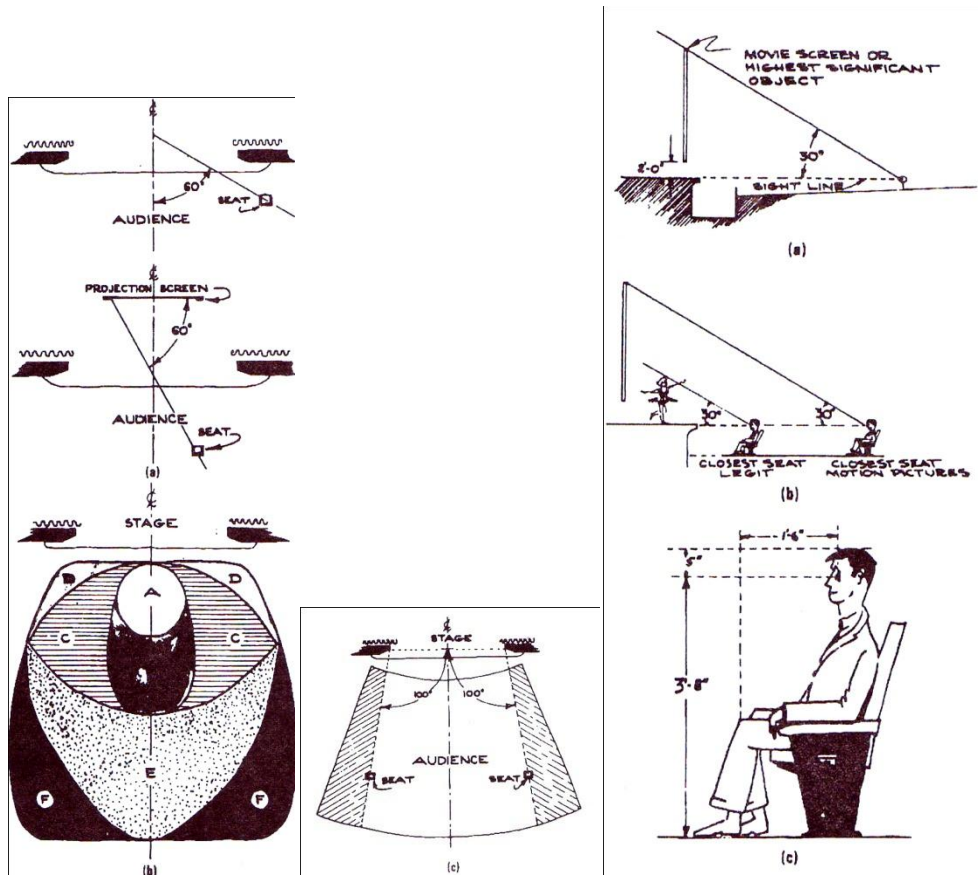


Fig 3.4: dimension's study

Source: Time savers book, page number 392 (2008-2009)

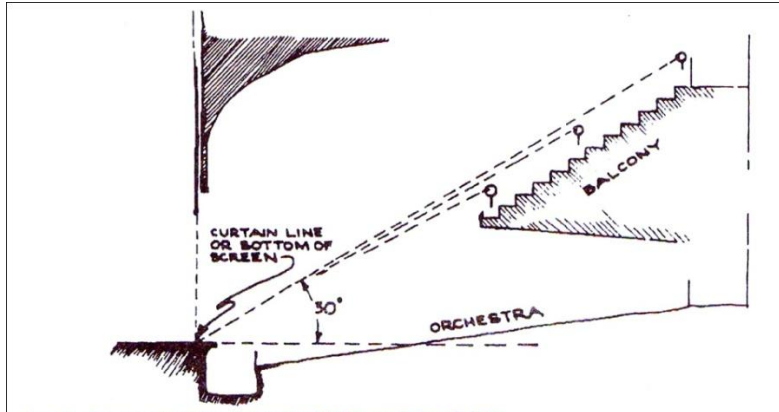


Fig. 19 Maximum tolerable downward sight line angle from balcony.

Fig 3.5: angle of views of theater

Source: Time savers book, page number 402 (2008-2009)

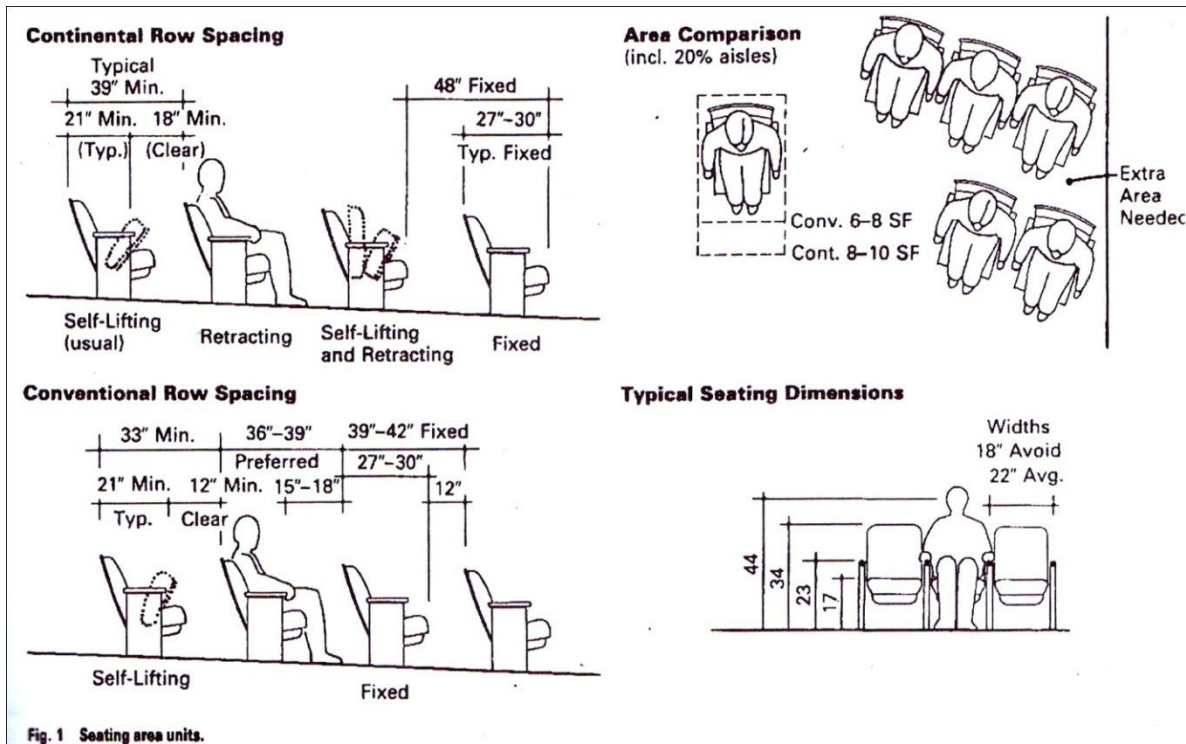


Fig. 1 Seating area units.

Fig 3.6: sitting arrangement

Source: Time savers book, page number 402 (2008-2009)

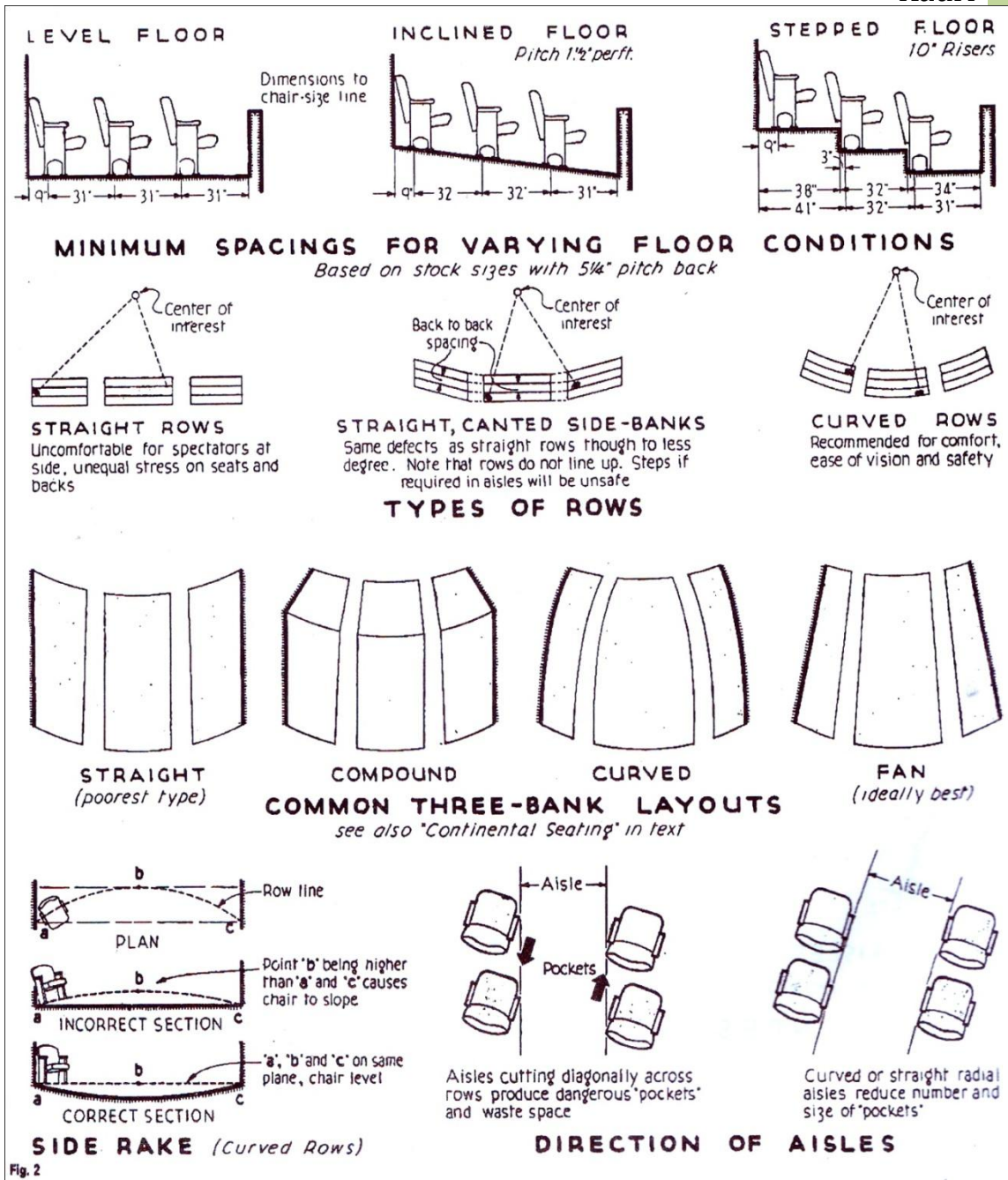


Fig. 2

Fig 3.7: sitting arrangement

Source: Time savers book, page number 402 (2008-2009)

4.4.1. Parking

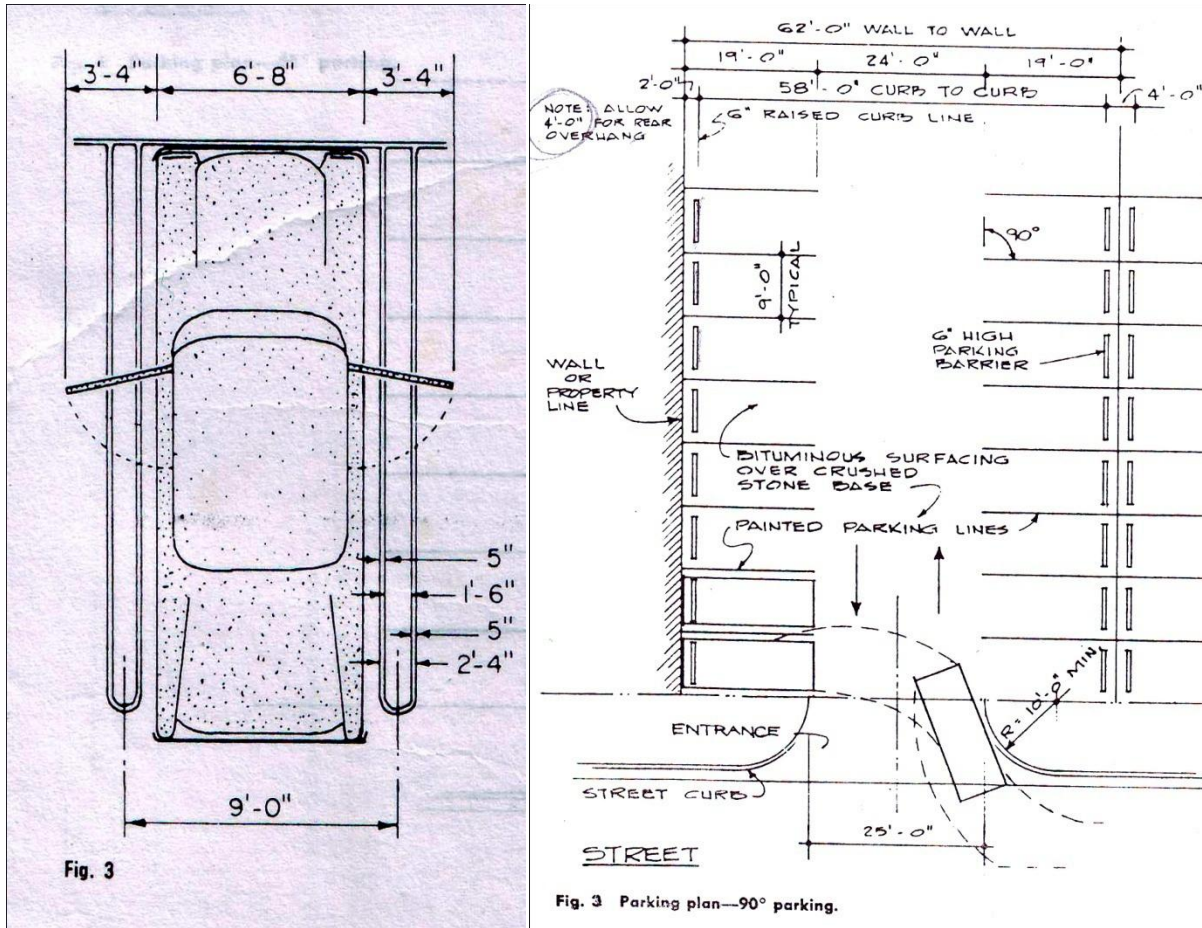


Fig 3.8: parking

Source: Time savers book, page number 402 (2008-2009)

CHAPTER 05

Program Development

Content

- 5.1 Proposed Program
- 5.2 Development Program
- 5.3 Conceptual layout
- 5.4 Proposed function and spaces

5.1 Proposed Program:

Below the proposed program is provided in brief. The different component and the proposed area of the different units demand an elaborate master plan.

1.6.2. Program in brief:

Common Facilities

Photography exhibition gallery:

Lobby

Main gallery

Total	7905 sqft
-------	-----------

Seminar Room:

With provision for cultural and other functions (for 70 persons)

Main hall

Stages area

Store

Toilet in lobby (gents and ladies)

Total	2711 sqft
-------	-----------

Cafeteria 1: (Main Cafe)

For 20% of the 640 student, 210 students,

Main served area

Delivery counters

Washing room

Kitchen storage,

Cooking space

Outdoor setting space

Washing zone, toilet

Total	22844 sqft
-------	------------

Cafeteria 2: (Snacks bar Cafe)

Preparation zone

Counter + food display

Outdoor sitting

Indoor sitting

Total	5666 sqft
-------	-----------

Auditorium:

Lobby

Snacks bar

Ticket counter, projection rooms,

Back stage

Total	15856 sqft
-------	------------

Outdoor market

Flower shops

Public food shops

Total	10708 sqft
-------	------------

Administration

Department's chairman room

PA to Department's chairman and waiting room

In 2 section of the department each would have 12 teachers,

In total 24 teachers and 2 department head,

1 department head (1 room)

2 D.C.O.

1 professor (1 room)

Associate professors (2 rooms)

4 Assistant professor (2 rooms)

5 lecturers (2 rooms)

General meeting room

Office room

(1 section officer+ 3 Clark + 2 computer officer)

Resource room

Lobby

Toilet (gents and ladies)

Total 5801 sqft

Academic block

Film developing unit

Studio-1 (Videographic Studio / Umatic/ Still)

Main studio (triple height)

Equipment storage

Electrical room

Engineering section

Control room

Gents and ladies room

Total 5800 sqft

Studio-2 (VHS video Camera/ Still Photography)

Main studio

Store (materials)

Equipment store

Electrical Room
 Control room
 Editing
 Computer animation
 2 co-ordinate room
 Gents and ladies dressing room

Total	6314 sqft
Green Room	577 sqft
Dubbing studio	2278 sqft
Film mixing studio	2382 sqft

Total	24994 sqft
-------	------------

Dark Room

1 darkroom B & W darkroom	2058 sqft
1 darkroom color darkroom	3205 sqft

Total	5263 sqft
-------	-----------

CLASSROOM

12 studio class rooms

(20 students x {8'x8'}, 1280sqft +30% circulation, 384 sqft.

= 1,664 sqft.)

8 lecture class room,

(20 students x {6'x6'}, 720 sqft. +30% circulation, 216 sqft.

= 936 sqft.)

4 computer classes (1849 sqft x 4)

Toilets (gents & ladies)

Total	22849 sqft
-------	------------

Library

(Photography library)

(videography library)

Total	6100 sqft
-------	-----------

Parking	24203 sqft
----------------	------------

In total,	248554 sqft
------------------	-------------

5.2 Developed Program

Site Area, A= 343669.37 sqft,

= 7.9 acres

Road width around the site = 100' (highest) & 60' (lowest)

= 30 m & 18 m

So, for public educational institute,

FAR = 5

MGC = 50% of A = 171835 sqft

Total Built Area, TBA = FAR x Site Area

= 5 x 343669

= 1718346.9 sqft

Total floors can be built on the site (maximum) = TBA/MGC

= 1718346.9/171835

= 10 floors

Set back for the site :

Front = 1.5 m = 5'

Back = 3 m = 10'

Each side = 3 m =10'

Parking 16900 sqft

Staff's car 10 Nos.

Visitor's car 90 Nos.

Bus 3 Nos.

Grand total of built area required (with 30% circulation and services) = 248554 sqft

5.2 Conceptual Layout:

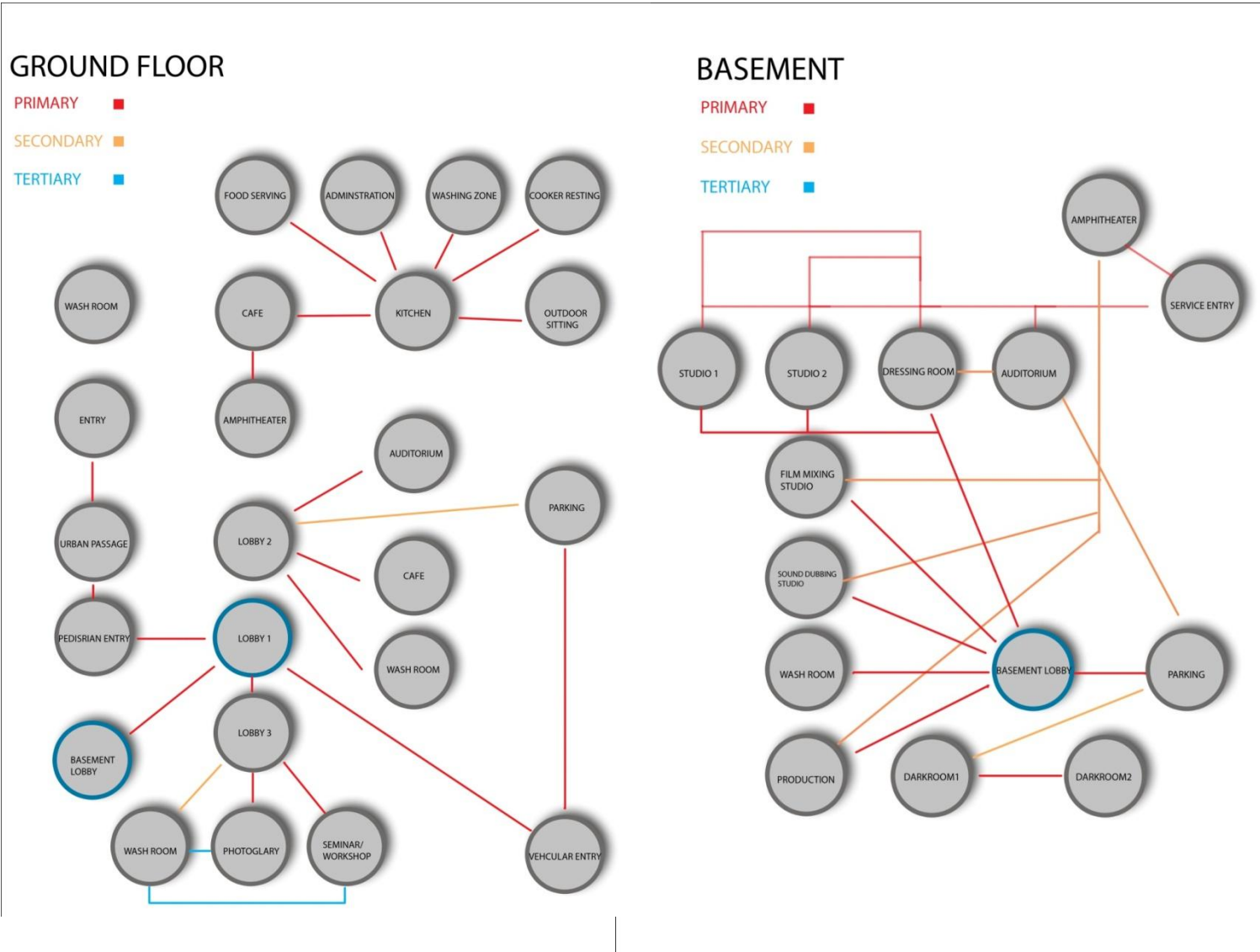


Fig 3.9: conceptual layout diagram of the functions

Source: kadri, 2012

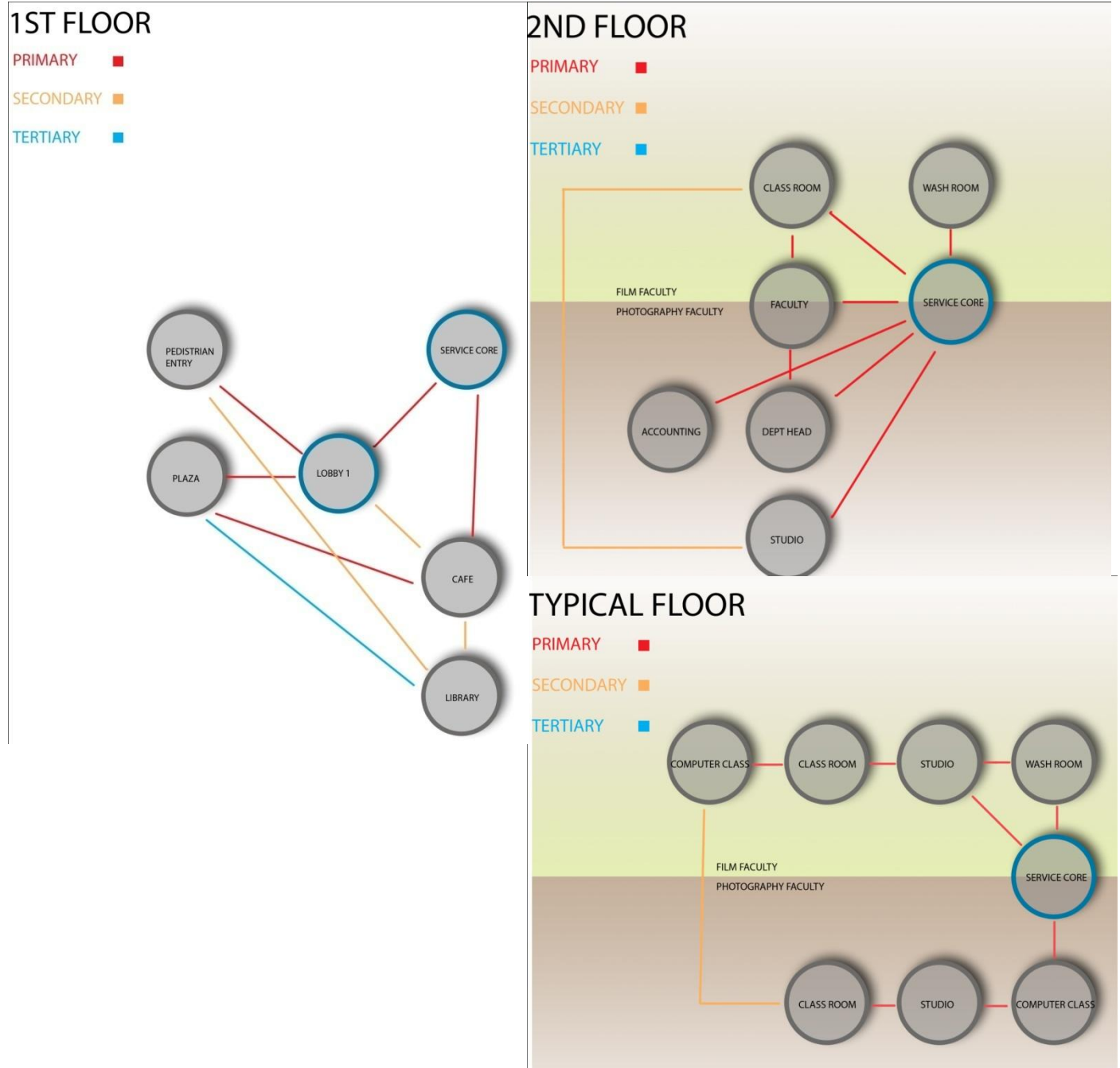


Fig 4.1: conceptual layout diagram of the functions

Source: kadri, 2012

5.4. Proposed functions and spaces

Exhibition gallery:

A **7905 sqft**, sealing to floor glass façade towards the main road , photography exhibiton gallery have a close relation with outside world, yet has all the quality needs into a exhibition gallery. 15' high gallery has cable hanging panels, which can easily be rearranged. Connected with a reception lobby and one side solid, one side transparent this gallery would be a one of the main focus at the night.

Auditorium:

A **15856sqft** Auditorium, with almost 300 hundred viewers each shows, it would be the main display of the students chosen works. Also, ticket shows would be regularly continued. With a snacks bar, and green rooms. Back stage lobby, this auditorium could be used in various way, and would be great source of money.

Cafeteria 1:

A **22844 sqft**, with semi indoor and outdoor spaces, designed especially for student socialization.

With a glass kitchen, one can see how and when his/her food is cooking. With an adjacent amphitheater and open air movie projection system, one can enjoy food and cinema at the same time.

Cafeteria 2 and tea stalls:

A **5666 sqft**, This cafeteria is mainly for the 15' high plaza and Library; here mainly light snacks would be sold.

This would create the plaza more vibrant and a place for short refreshment between classes short breaks.

Library:

A **6100 sqft**, common library for both videography and photography students is also a meeting place. Glass façade at almost 3 sides provides ample of lights and southern openings at besides reading place create a comfortable place for study. And also the view of the forest of the recourse park gives eyes a rest. And readers can easily go into the plaza and sit into the green, or have a short snacks break between reading.

Film studio complex:

A **24994 sqft** film studio, at -10' level, can be approach and visible from the main lobby.

With a film mixing studio, two triple height studios, 2 dubbing studios, server room, editing panel with a lobby is a complete set for videography students, which is also rentable when it is free.

Classrooms, studios:

In the Classrooms, studios, natural ventilation and lighting are provided as per demand. With wooden louver in the south wall, glass window from floor to roof in the northern side, in the western side with deep corridor, green mesh provided shading.

Each floor has at least two store room, as it is needed for equipments and lockers on the meeting places.

CHAPTER 06

Design development

Content

- 6.1 Design Development
- 6.2 Master Plan Development

6.1 Concept Development

Where, Still picture, (Photography), **1 picture tells 1000 stories**
 In, Motion picture, (Videography,) **1000 pictures tells only one 1 story.**
 Trying to put, this two subjects into one institution,
 The first approach was to find out the similarities, and discovered two things, which later become the concept of the project.



Fig 4.1: Conceptual Study page

Source: kadri, 2012

In the photo above, both, in photography and videography the people we are seeing, is not so remarkable, or we just heard their name, but not much. But if asked we could tell about their works for an hour.

1. Just like, the world throughout the lens tells us a story, where the story of the capturing or creating are never told.

The institution also would not be, in the main focus. Just like the student behind the cameras, telling us stories from the other side.

Also, light is part and parcel of still and motion picture.

2. Both in capturing, motion and still pictures, light is the first thing that needed.

Here, the time persevered in the help of light, through camera.

So, it is decided,

- a. To make the institution in a state where, it would not interrupt the public activities, (which is one of the main inspiration of this two subject), but from where all the activities would be easily visible and it would broaden the visions beyond.
- b. To demonstrate the power of light.

In one sentence the concept is, **“lights of the Other side.”**

How?? We can turn the building into secondary and public activities into primary focus.

-take it to the underground is one solution. But for institution where plenty of lights and ventilation needed is not a good idea.

But, In the site survey, saw,

Two rows of trees surrounding whole site. And we know each tree has it's own growth limitation. So, if we can find out that, we will have floating undulating layers of green.

And, if we can use it to hide the building then, we can achieve all three things, air, light and out of the focus.

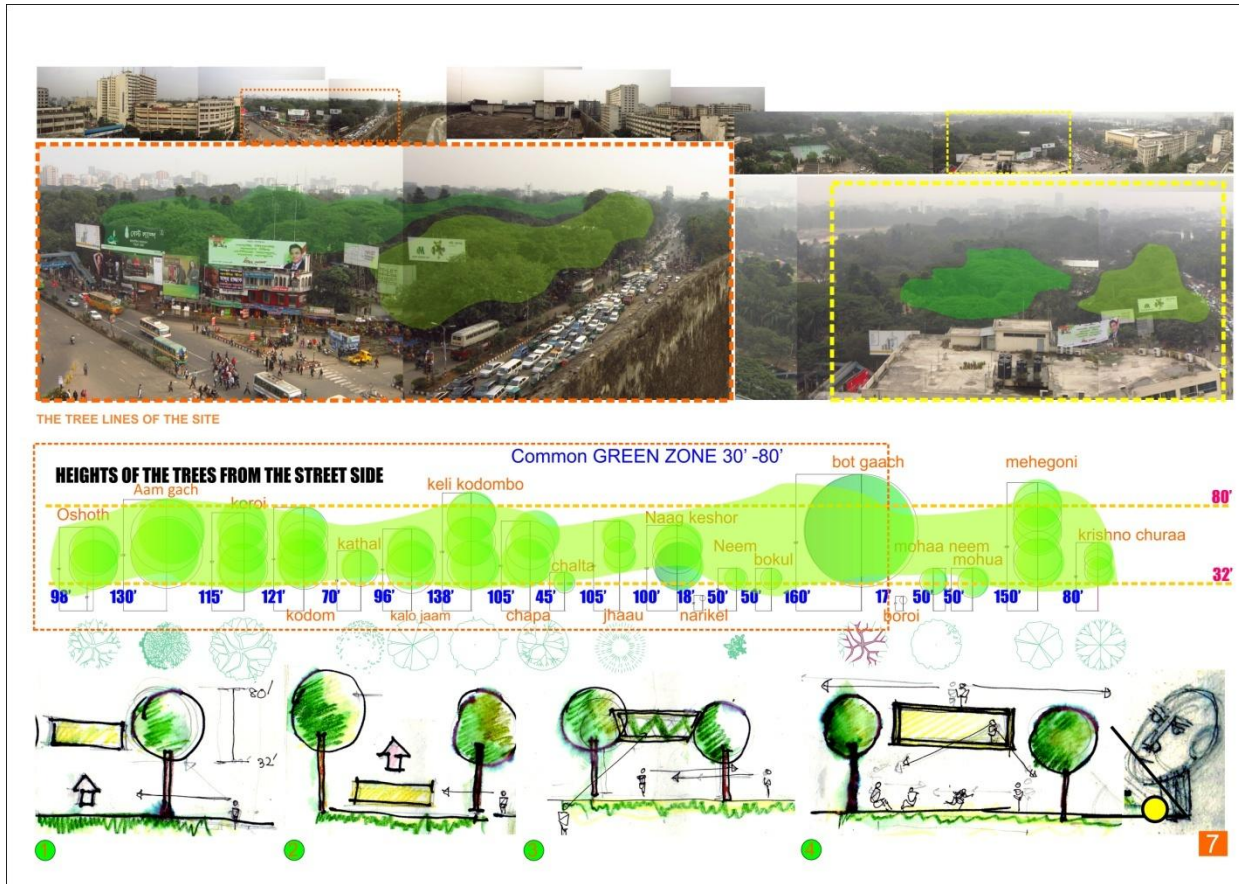
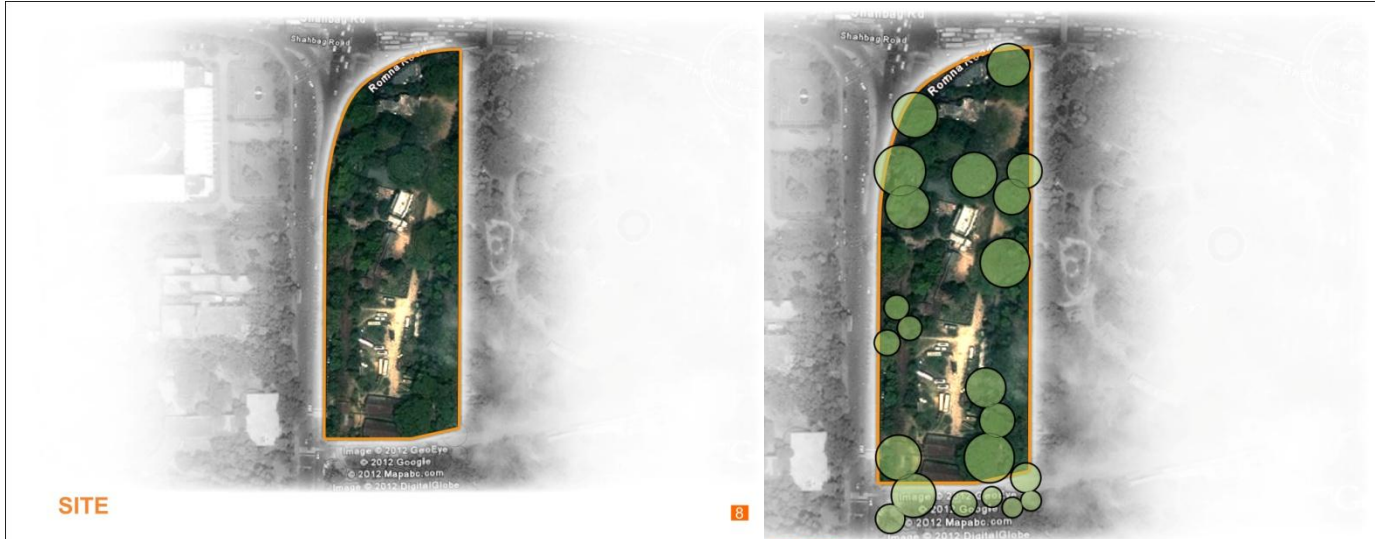


Fig 4.1: trees line in the site and make the building hide in the tree

Source: kadri, 2012

Also, where there is no tree, a extra green layers added, which would works as camouflage.

And when someone inside the site, because of the building is above 35 degree conic from the humane head view angel, people bottom would not look at the building for a long time.

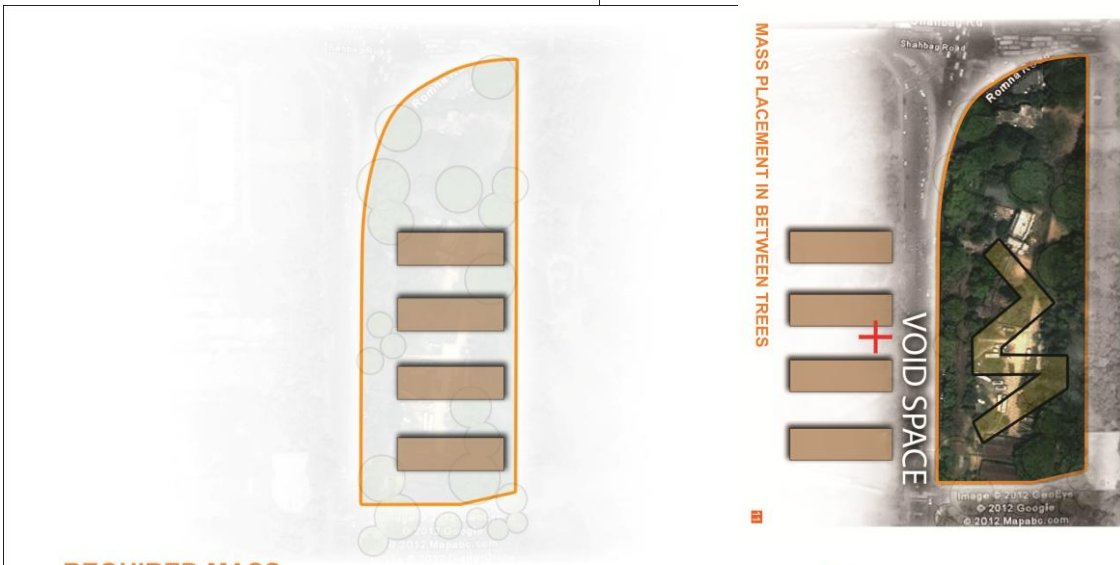


SITE

8

SIGNIFICANT TREES

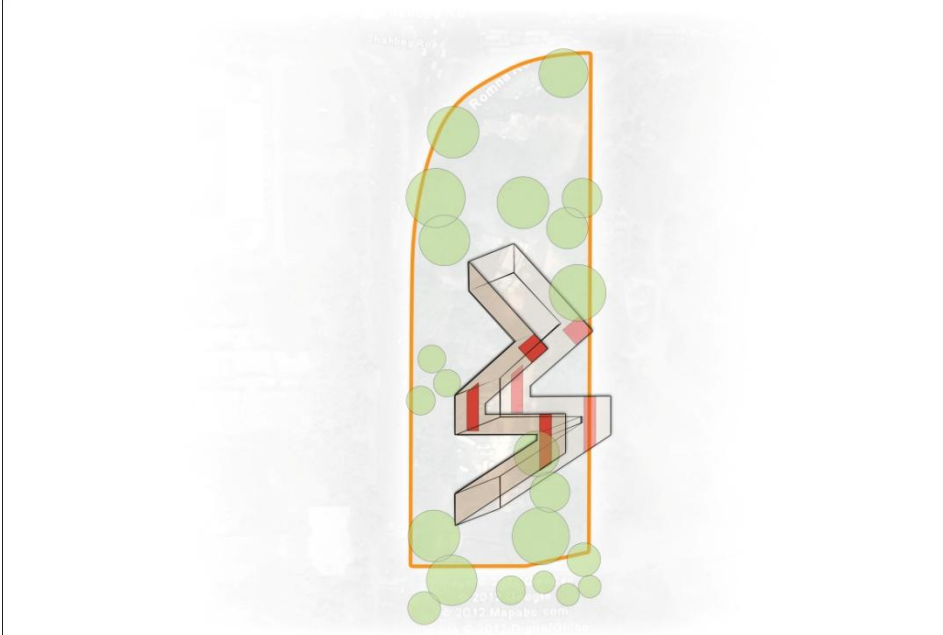
9



REQUIRED MASS

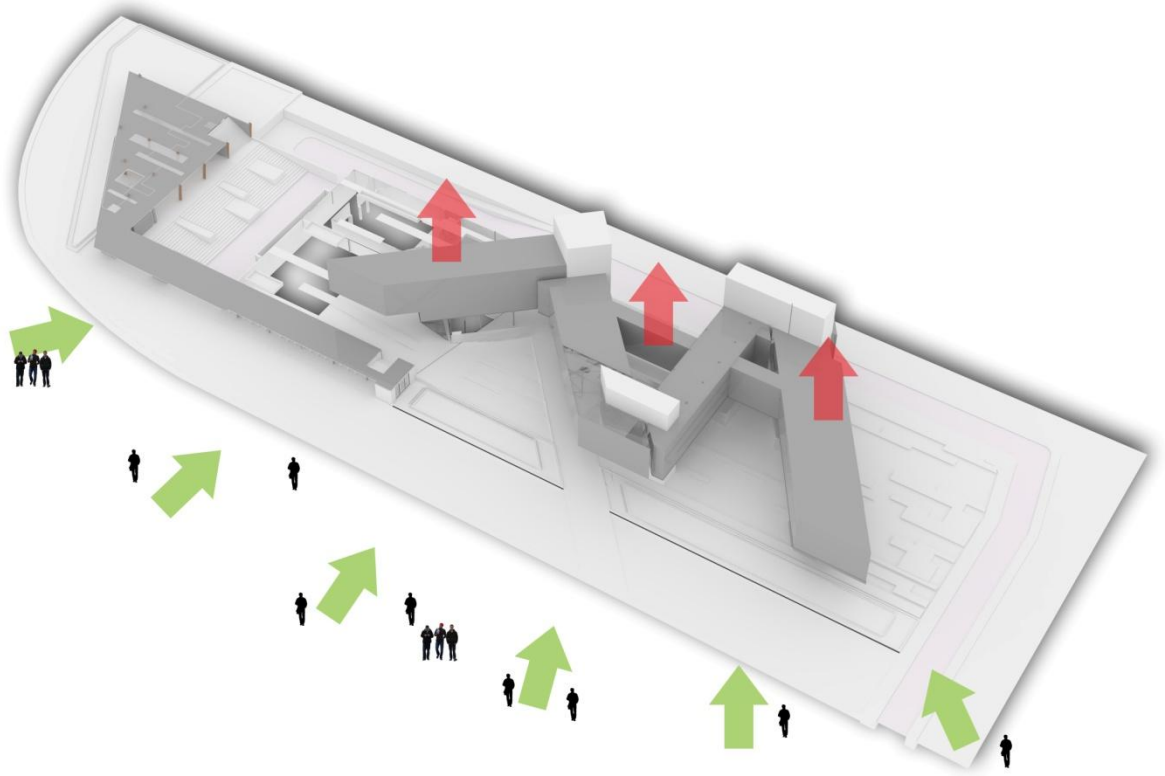
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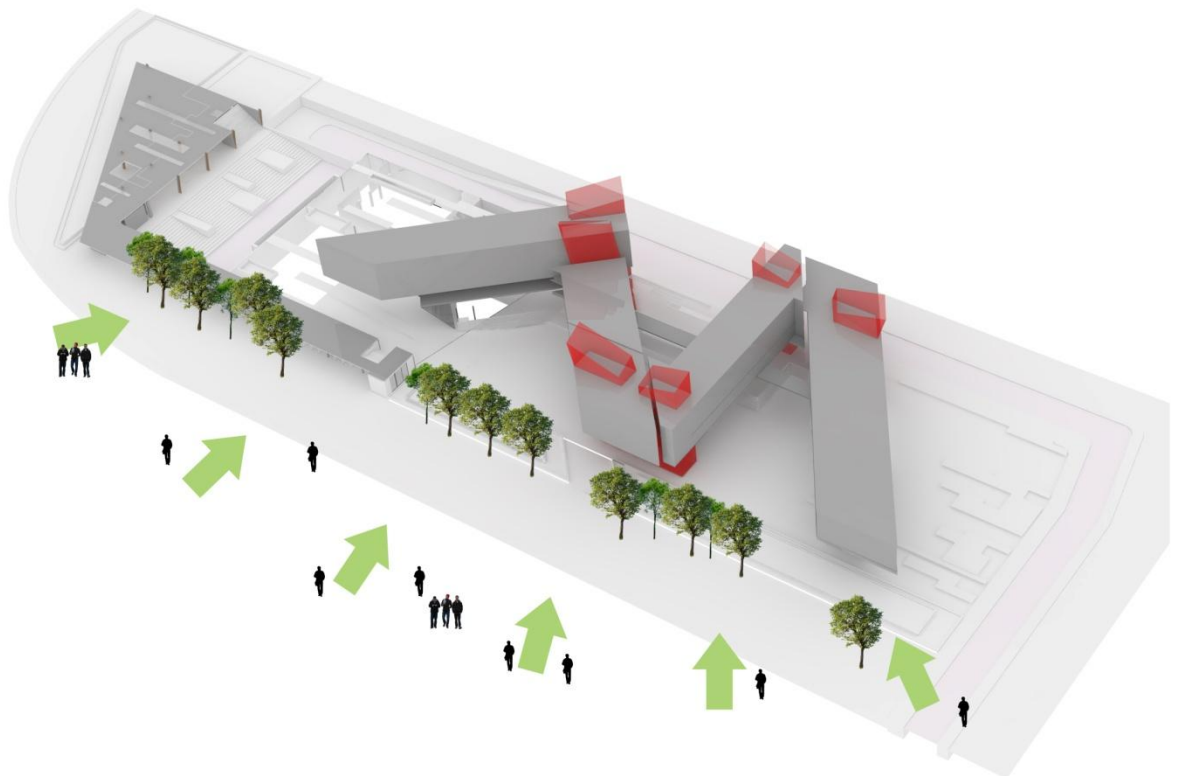
MASS UPLIFTING ACCORDING TO THE GREEN LINES

13



CREATING URBAN SPACES

14

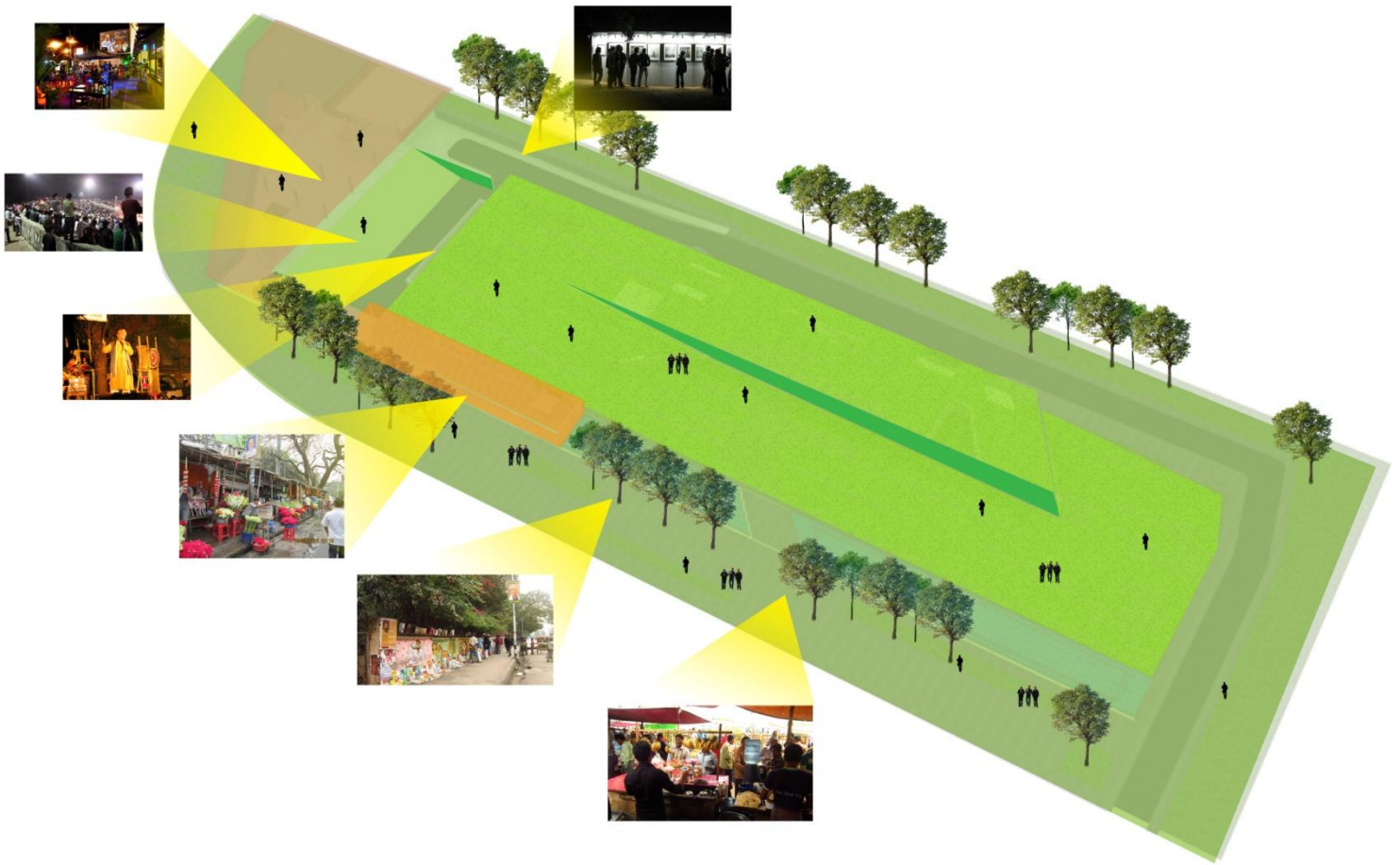


CAMOFLODGE BY THE TREES AND GREEN MESH

15



CREATING FRAMES



DIFFERENT URBAN SPACES

Fig 4.2: Conceptual progression

Source: kadri, 2012

6.2. Master Plan Development

The master plan developed with two major concerns.

Create public spaces surrounding the site, which will have a direct relation with the auditorium and exhibition gallery, seminar/workshops etc.

That is why all this functions were kept on the ground floor.

And uses of glass façade were also a step to create visual connections.

Also, by creating 30' wide water body, instead of boundary wall is also steps to make feel that there are no barriers.

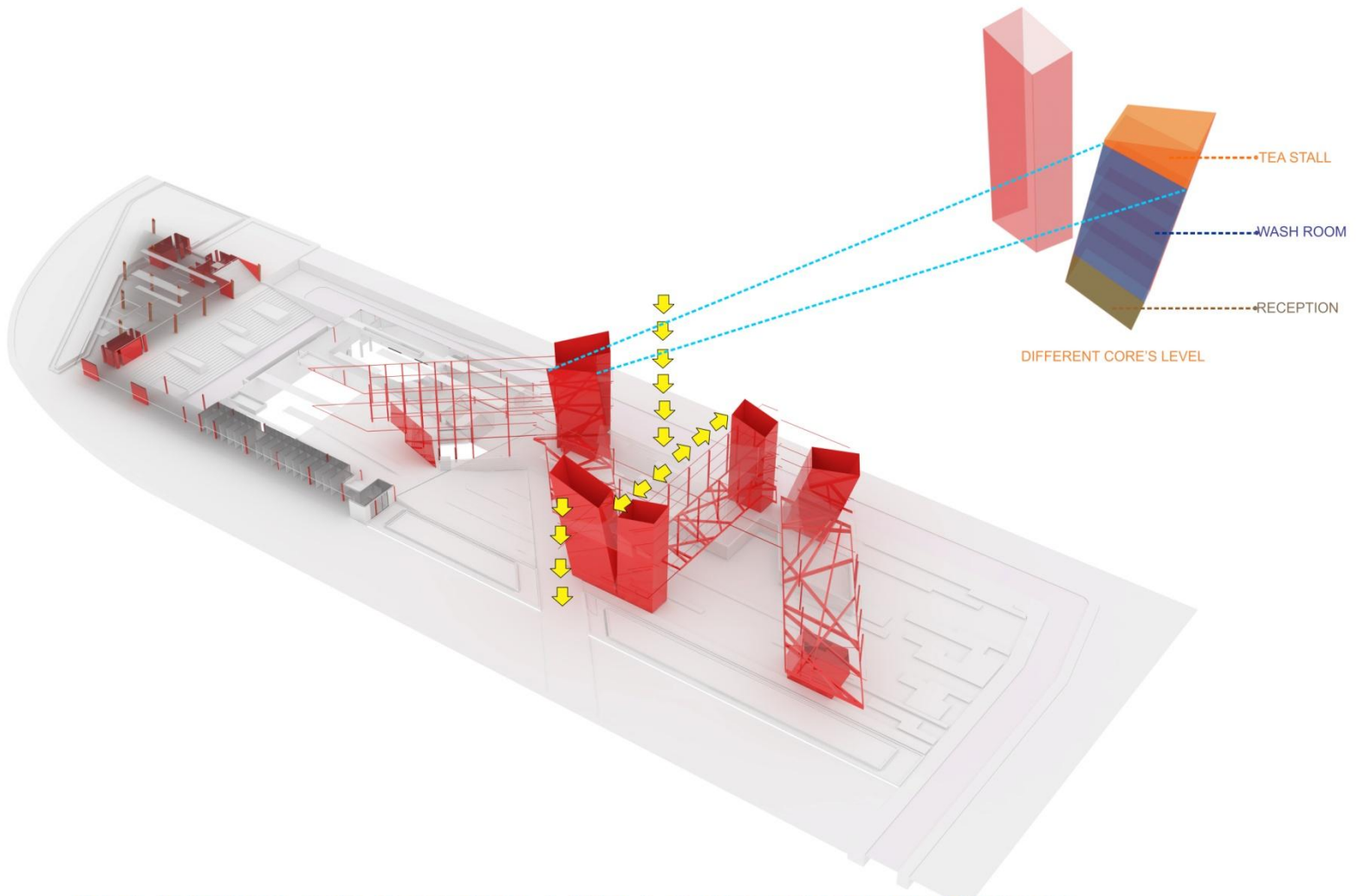
But for being an institute it required a certain amount of privacy. That is why the main access of the building was kept only on two cores. One of them is on the videography department, or in the main lobby. Other one is on the photography unit.

There is a reception at the ground level for outsiders, in need of any inquiry.

The admin section, faculties, department head, accounts etc kept on, on 2nd plan and although a bridge connected the two masses of building, for the ease of the teachers.

The 15' high plaza has walking ramp so that it could relate more with the ground.

6.2.1. Structural Development:



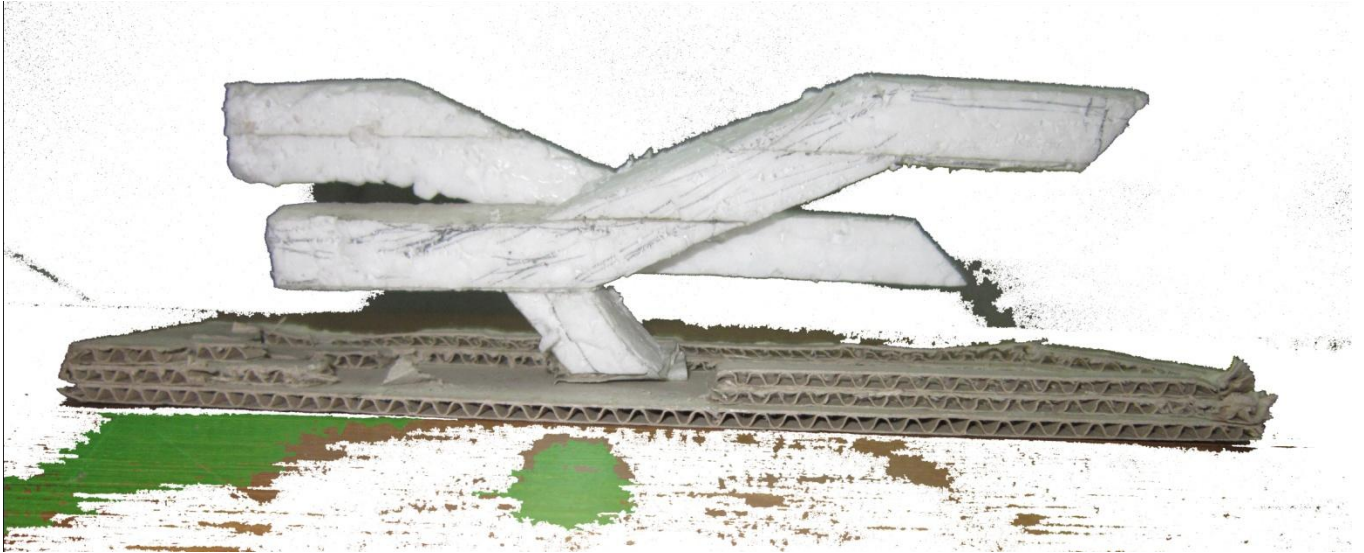
SPLITTING UP CORES AND LOAD DISTRIBUTION

Fig 4.3: Structural detail and load distribution

Source: kadri, 2012

6.2.2. Development Phase:

6.2.2.1. Phase 1:



Characteristics:

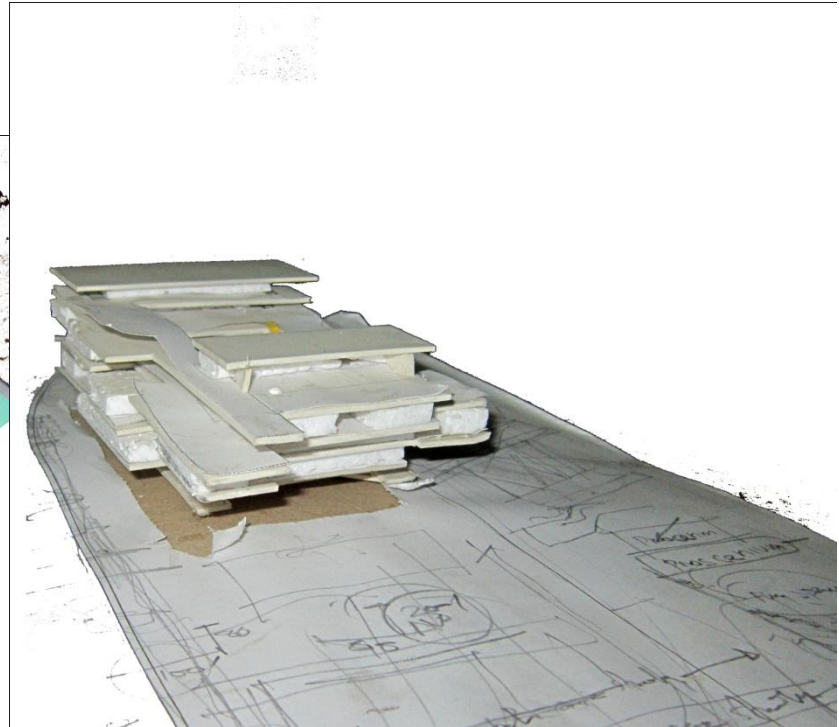
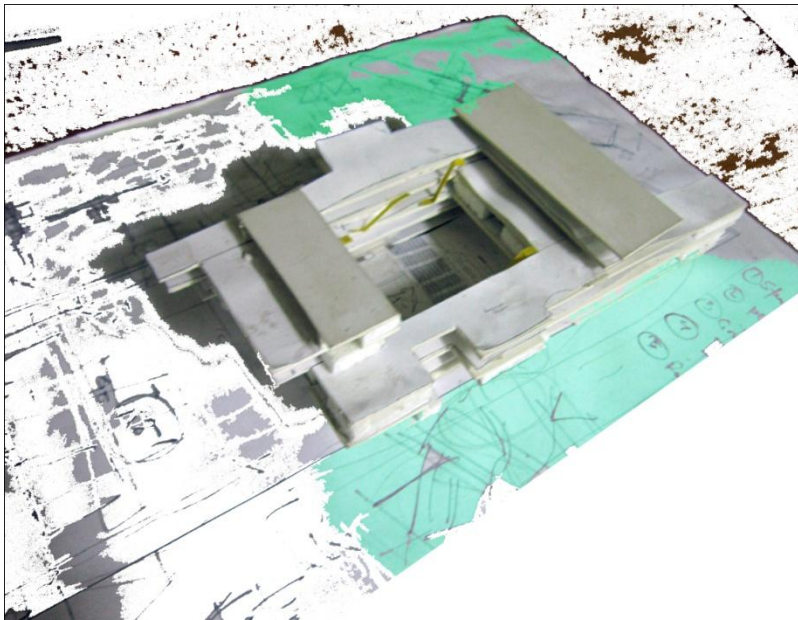
- Linear arrangement
- Free from the ground
- Has terrace on both north and south side
- Central core design arrangement
- On to a plaza
- Has two separate wings for videography and photography
- The surface of the west is used as a movie screen

Problems:

- North-south linear, west exposed a lot.

- Lift core does not connect all the spaces
- One circulation core, has to take all the loads
- The distance from movie screen and the viewers are not sufficient .

6.2.2.2. Phase 2:



Characteristics:

- Courtyard based institution
- Central amphitheater
- Corridor become terrace at different levels
- Visible main circulation is continuous stairs on the both side of the courtyard

- Visual connectivity from the cafeteria with the courtyard and amphitheater
- Amphitheater has open air movie showing facility
- Flower shops incorporated

Problems:

- North-south ventilation is not well ventilated
- West side exposed
- Courtyard is not well-lighted
- Has no significant characteristics on the building for two separate subject

6.2.2.3. Phase 3:**Characteristics:**

- Space oriented circulation
- Four mass, each two mass defined one faculty
- Elevation done with screening
- Circulation not linear
- Parking and drop off zone solved at the back of the building
- All the blocks merging together

- Central core connecting 2 blocks at different levels and a bridge connecting the four masses all together
- Plaza level added & reached by a promenade after site entry
- Public facilities are common & situated under plaza level
- Other functions are reached through cores at different levels

- Well lighted spaces created by glass wall with screening for shade
- Loads are distributed by rigid steel framing, covered with concrete

Problems:

- Super imposed
- Plaza is not in favor of the human proportion
- Shahbag Node still neglected

CHAPTER 07

Final design

Content

7.1 designed site and master plan

7.1 Designed site and master plan

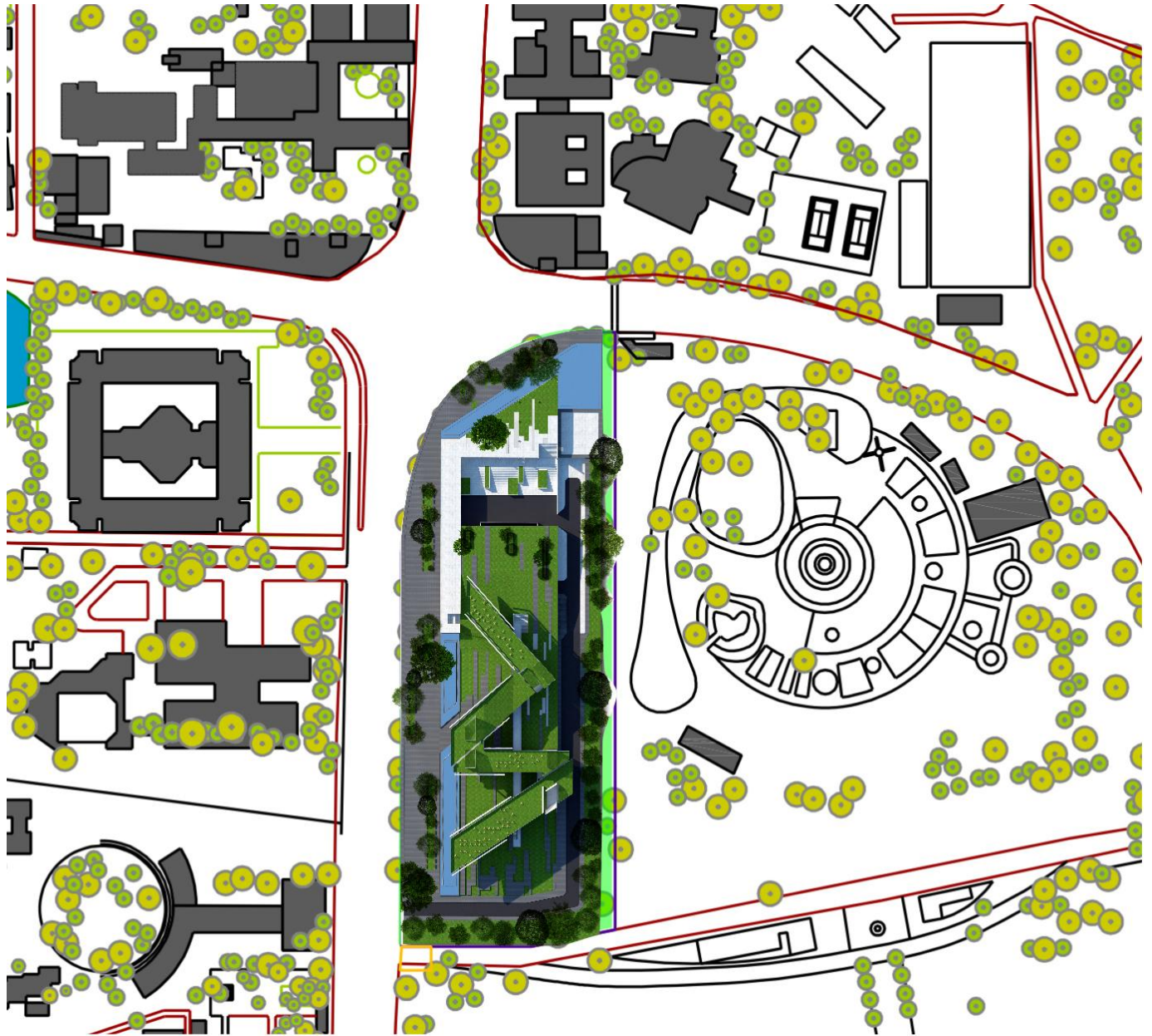


Fig 4.3: master plan with surroundings

Source: kadri, 2012

7.1 Designed Site & Master Plan

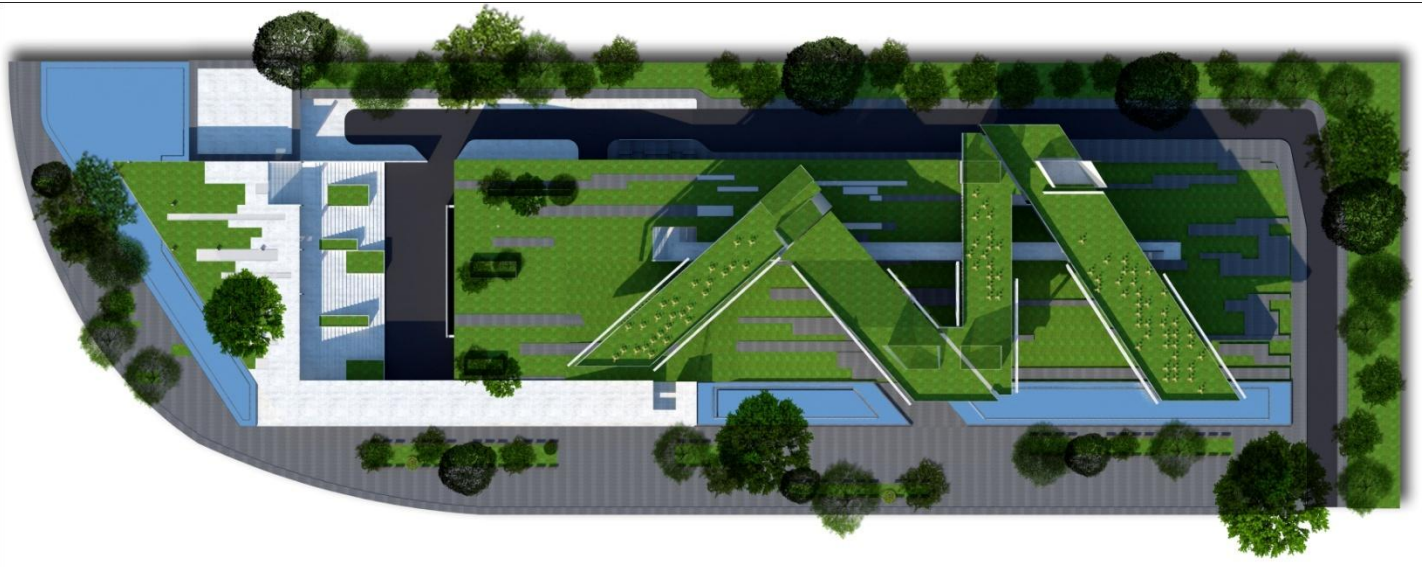


Fig 4.4: master plan without surroundings

Source: kadri, 2012

7.2 Sustainability Issue

SUSTAINABLE DESIGN
1 GREEN SHADE

PLAN, WATER BODY AND RAIN WATER HARVESTING TANK

- 1. Rain water
- 2. Down pipe
- 3. First flush device
- 4. Filter
- 5. Storage tank
- 6. Pump
- 7. Distribution pipe
- 8. Tap
- 9. Overflow pipe
- 10. Rain water
- 11. Rain water
- 12. Rain water
- 13. Rain water
- 14. Rain water
- 15. Rain water
- 16. Rain water
- 17. Rain water
- 18. Rain water
- 19. Rain water
- 20. Rain water

DETAIL SYSTEM RAIN WATER HARVEST TANK

SECTIONAL DETAIL, RAIN WATER HARVEST TANK

SUSTAINABLE DESIGN
2 GREEN SHADE

SUSTAINABLE DESIGN
3 OPENINGS TREATMENT

NORTH

NORTHERN-EAST

EAST

EASTERN-SOUTH

NORTHERN-WEST

WESTERN-SOUTH

SUSTAINABLE DESIGN
GREEN ROOF

SUSTAINABLE DESIGN
PROGRAMMABLE LEAD LIGHTING

RGB COLOR MODEL

RGB LIGHTING WITH LED

Fig 4.5: sustainable considerations

Source: kadri, 2012

7.3 Floor Plans

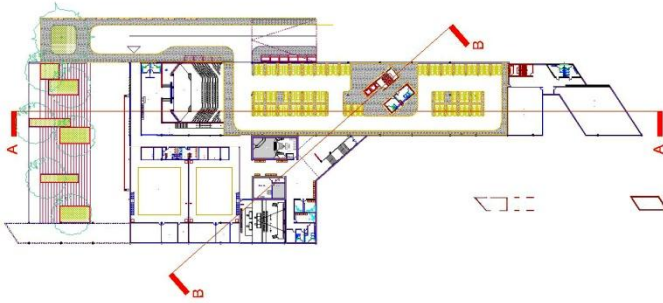


Fig 4.6: Basement plan

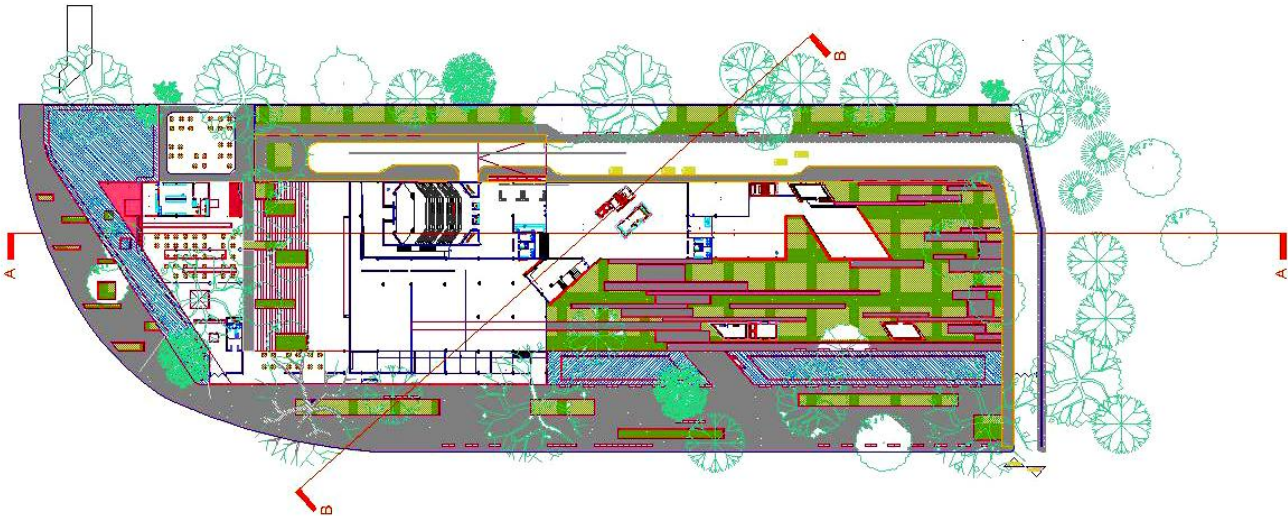


Fig 4.7 : ground floor plan

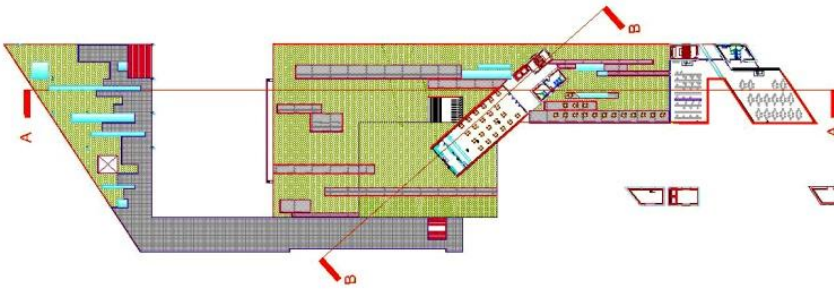


Fig 4.8 : first floor plan



Fig 4.9 : second floor plan

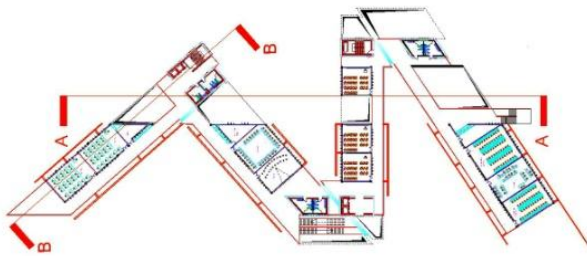


Fig 5.1 : third floor plan

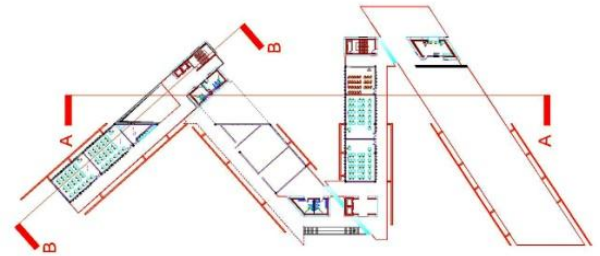


Fig 5.2 : fourth floor plan

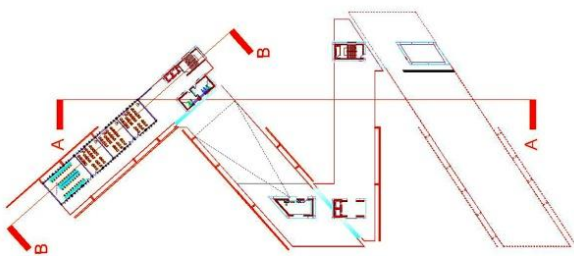


Fig 5.3 : fifth floor plan

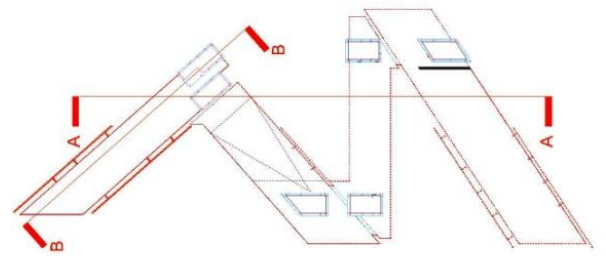


Fig 5.4 : roof plan

7.4 Sections

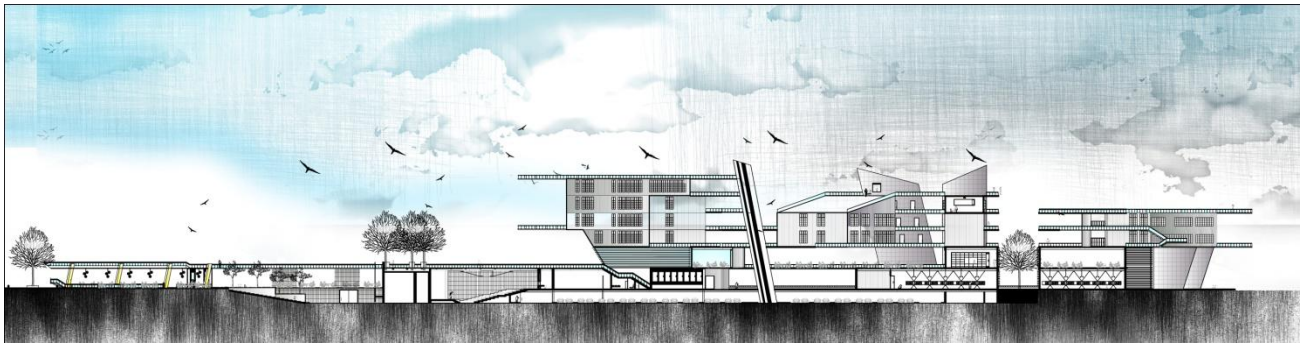


Fig 5.5 : section AA'

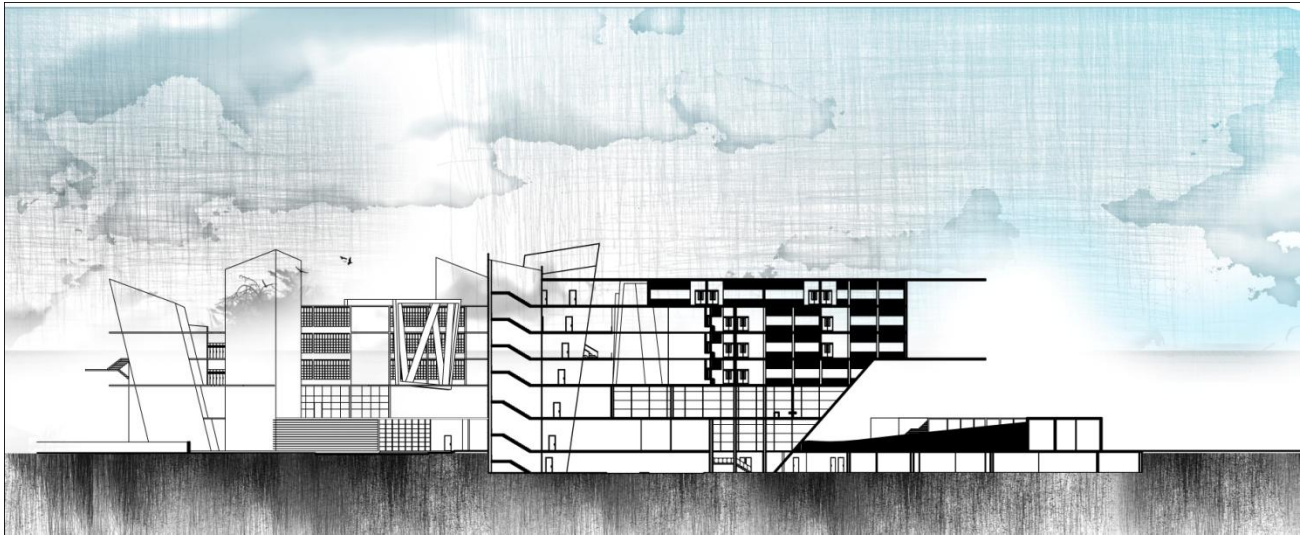


Fig 5.6 : section BB'

7.5 Elevations



Fig 5.8 : South Elevation



Fig 5.9 : East Elevation

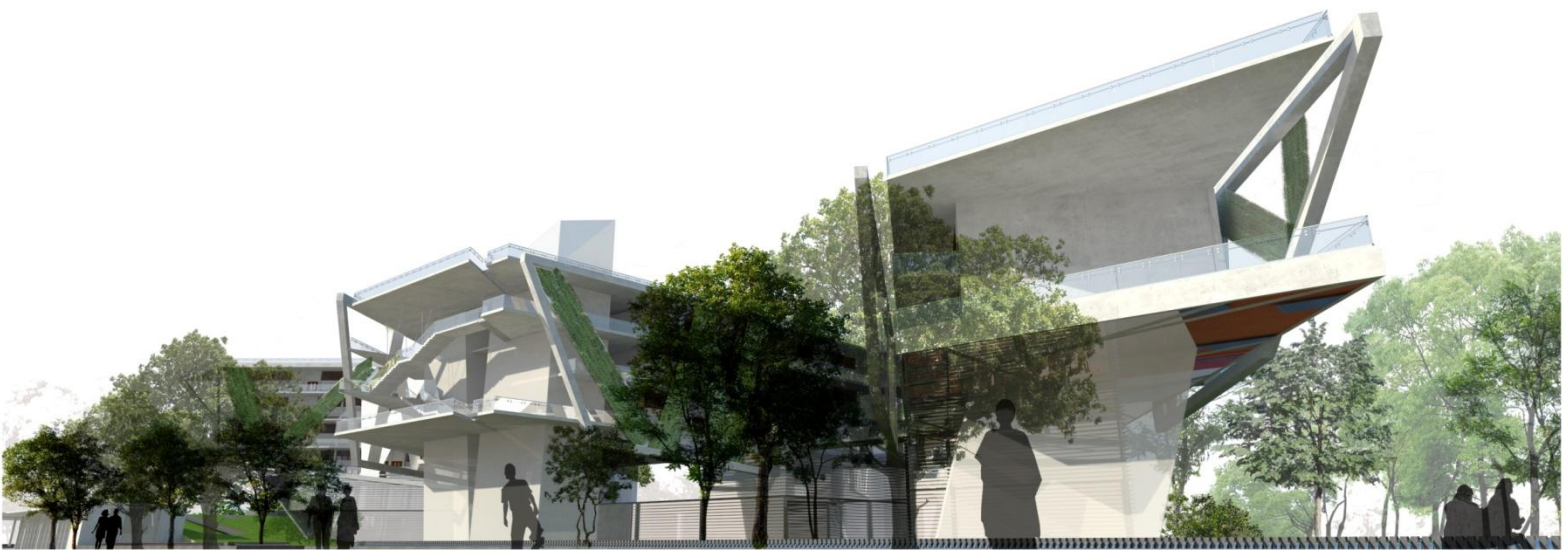


Fig 6.1 : North Elevation



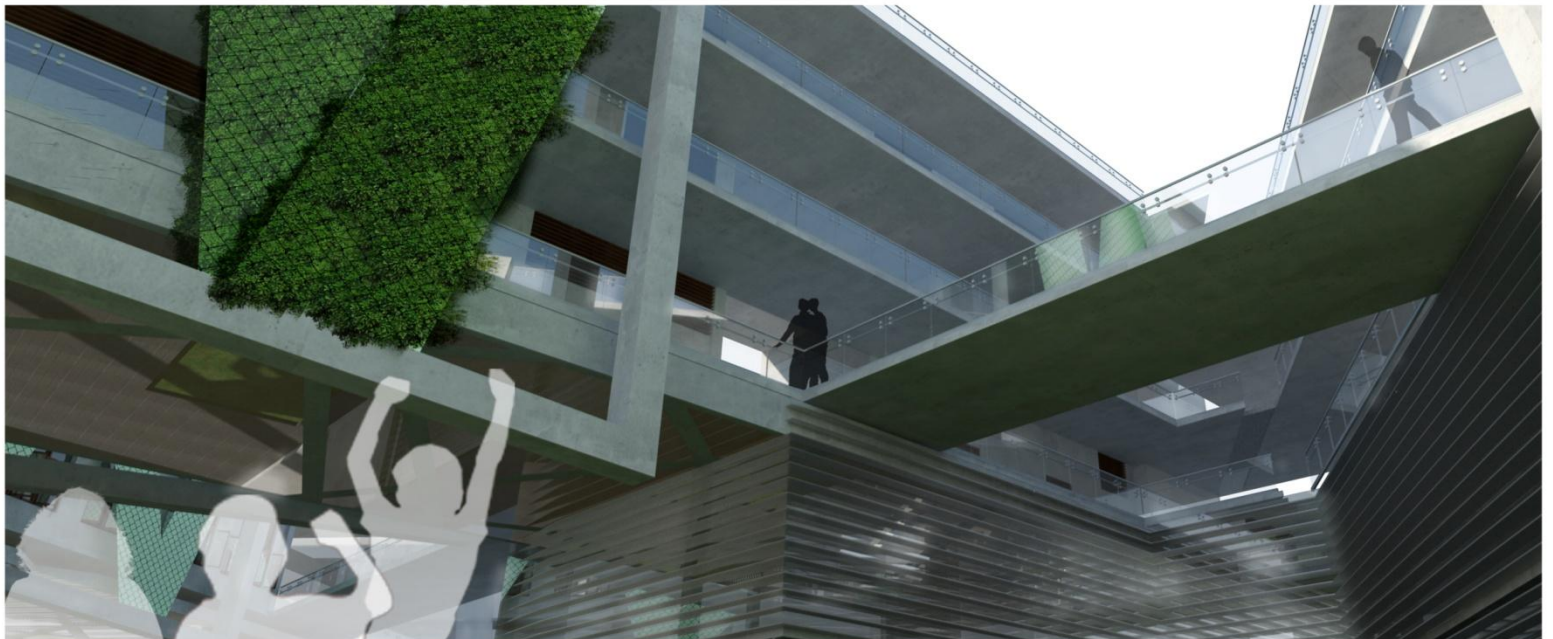
Fig 6.2 : West Elevation

7.2. Three Dimensional perspective Views of spaces



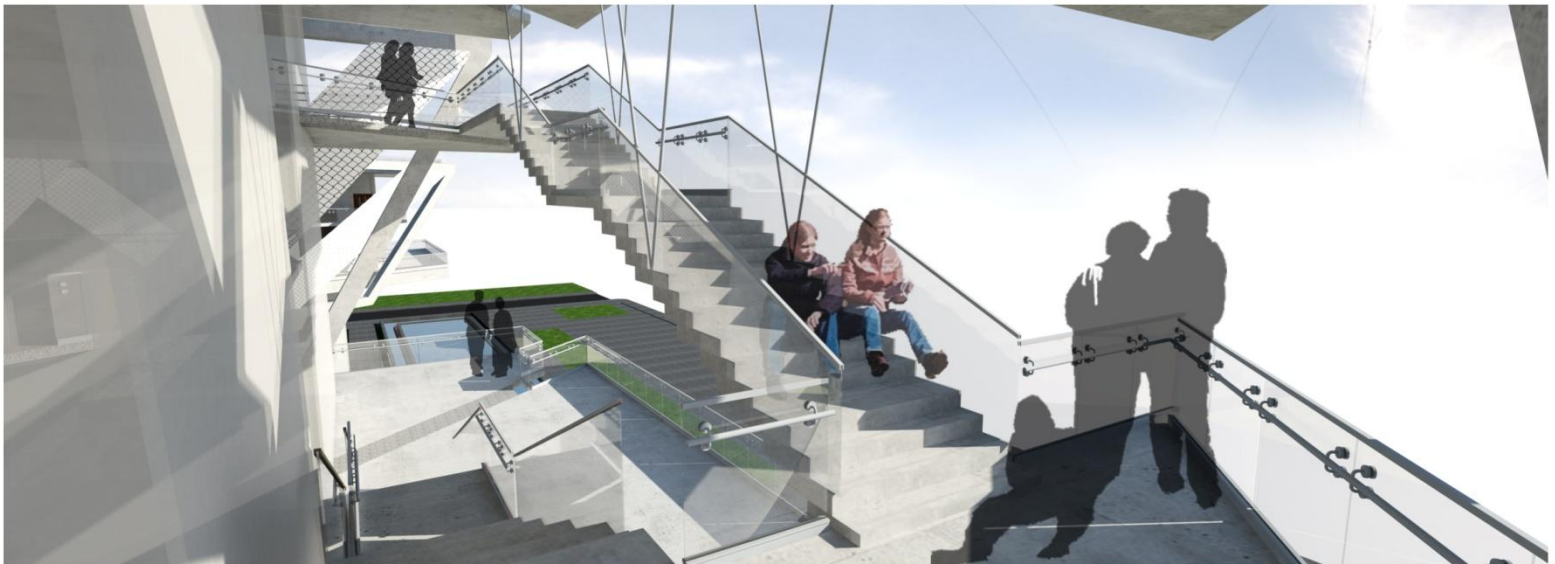
URBAN PASSAGE VIEW

19



VIEW FROM THE INNER COURTYARD

20



STAIRS TOWARDS CHARUKOLA

21



PLAZA FROM THE BUILDING

22



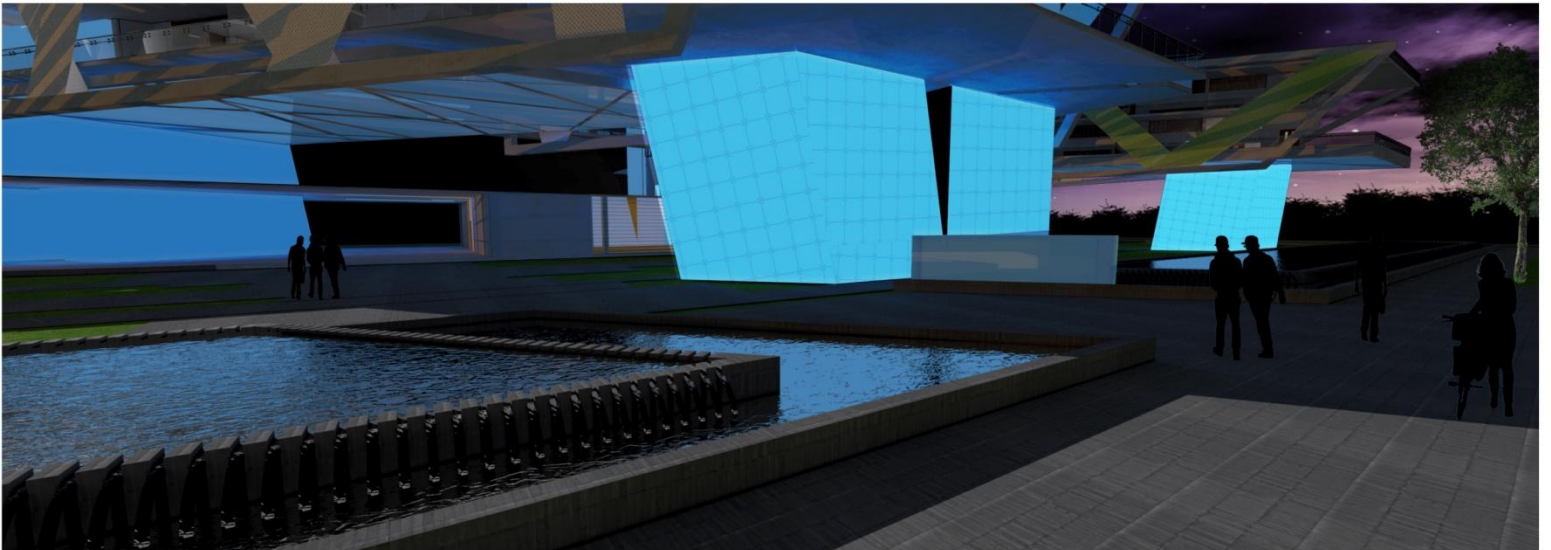
STAIRS TOWARDS SIKHA ONIRBAN



CONNECTING BRIDGE



ROOF TOP STUDENT PLACES AND TEA STALL



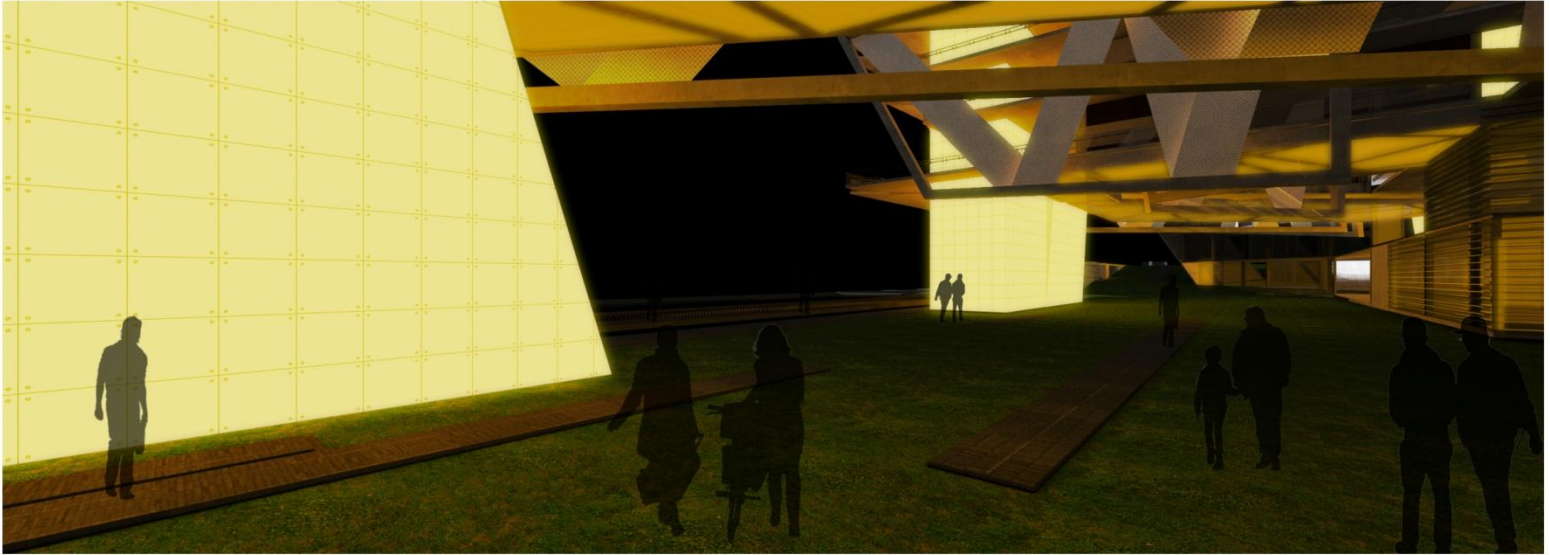
PEDESTRIANS ENTRY, DURING MONSOON SEASON

27



VIEW FROM THE PG HOSPITAL

26



INNER COURTYARD, DURING SPRING SEASON

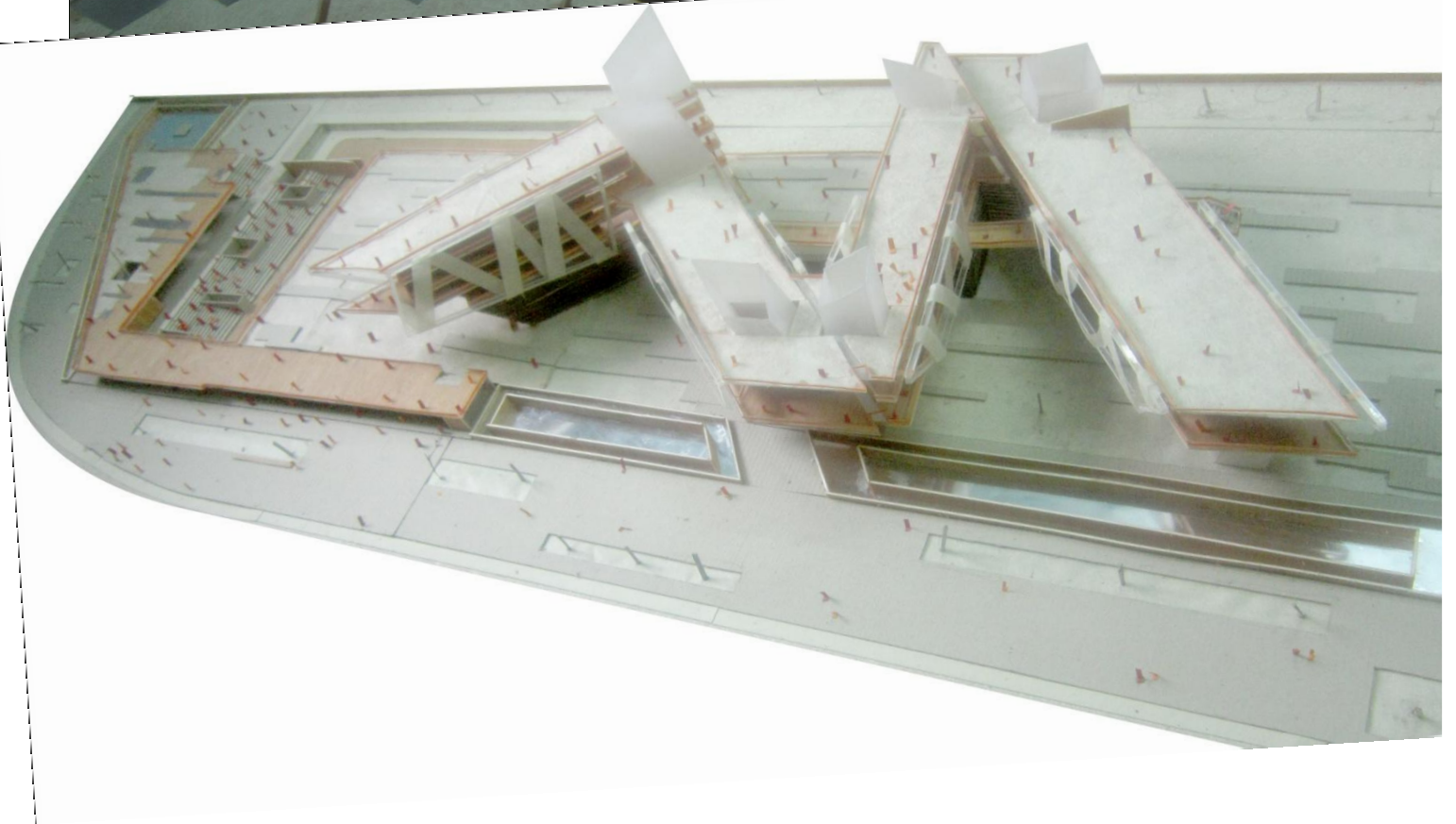
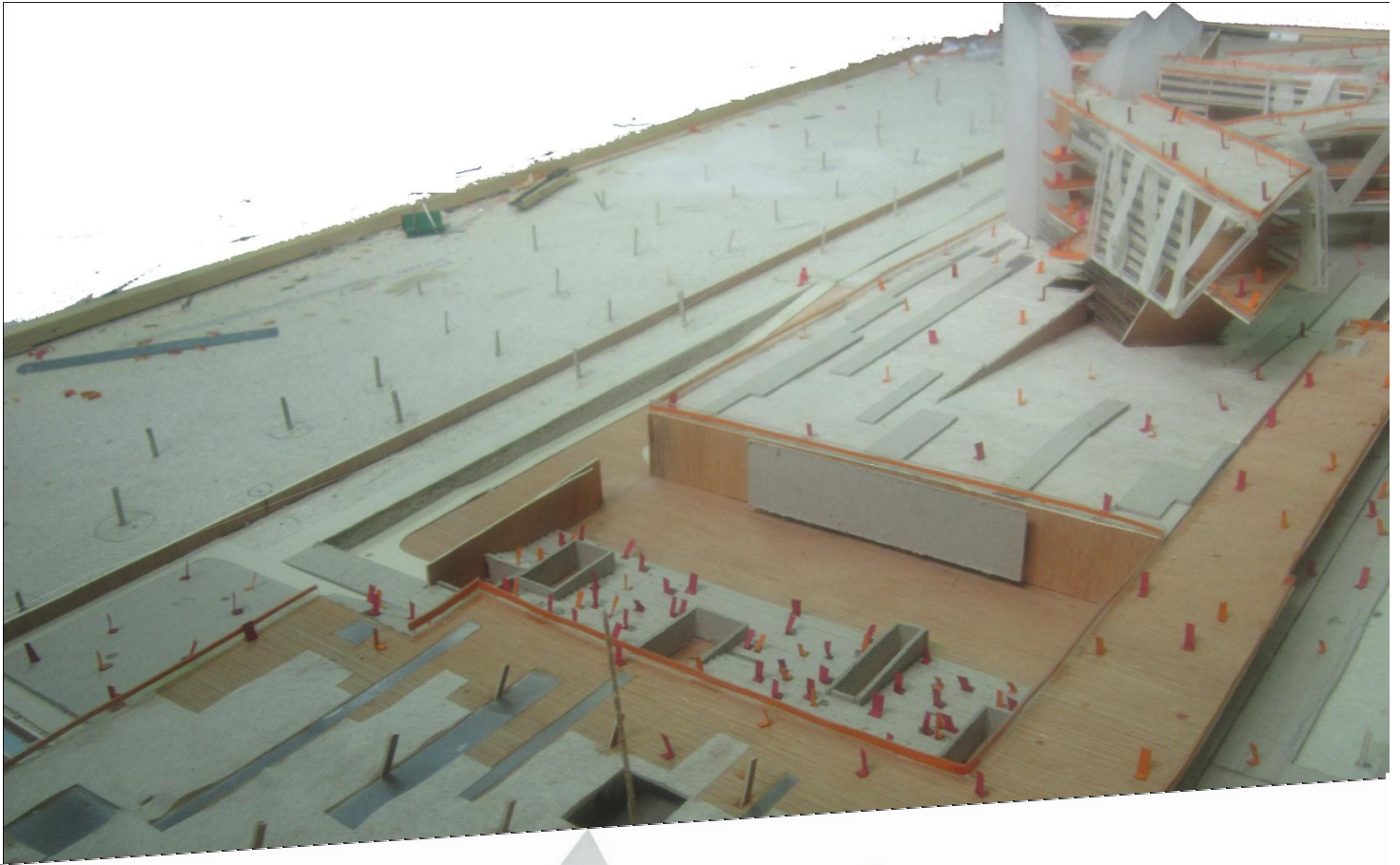
28



VIEW FROM PUBLIC FOOD COURT

29

7.7 Models of the Project



08. CONCLUSION

The stated above chapters include the process & journey of completion of the design of a photography and videography department . A photography and videography inistitution can have a huge impact on Bangladesh & the rest of the world regarding still and motion picture. The whole effort to complete the project & the learning acquired through the journey, is dedicated to the photographers, videographers, who remain on the other side of the camera, entertained us or motivated us gives us hopes and the fuel to dream for a better future.

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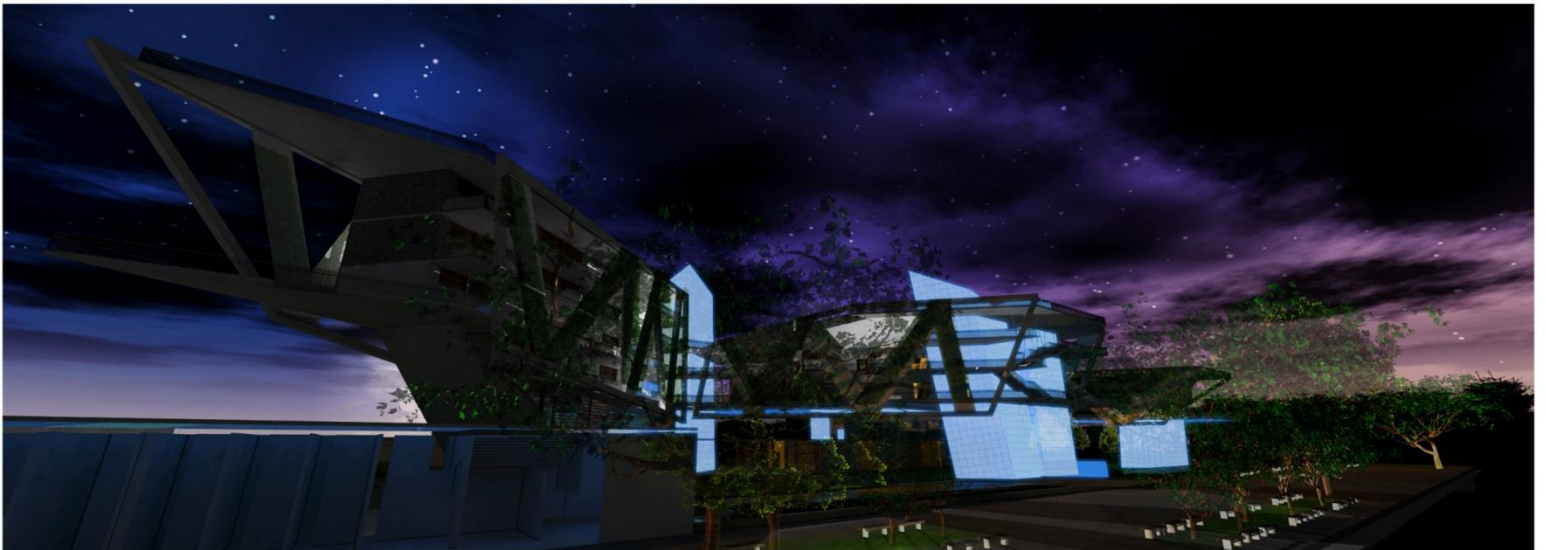
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www.google.com/search/image/vudeography



VIEW FROM THE NODE