



PROGRAM

B. F.A PHOTOGRAPHY

**Faculty of Arts, Media and Commerce**

**(Revised with effect from 2018-2019 A.Y onwards)**

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### Programme Outcomes

PO1	Develop Proficiency in a variety of photographic practices.
PO2	Experience in using software's as that enhances works
PO3	Enhanced knowledge of history of media, theories and trends
PO4	Building more aesthetic approach to framing and lighting and values consistent with the Core Curriculum.
PO5	Develops critical thinking skill and technical skills for various job profiles in media industry

### Programme Specific Outcomes

PSO1	To understand the theoretical aspects in photography and videography.
PSO2	Acquire practical skills in various areas like photography, videography, designing, art, etc.
PSO3	To equip the students to manage different assignments in various types of photography like fashion photography, nature photography, photojournalism etc.

### CURRICULUM STRUCTURE

Course Code	Course Title	L	T	P	Cr	ES	Course Code	Course Title	L	T	P	Cr	ES
<b>SEMESTER 1</b>							<b>SEMESTER 2</b>						
18ENG101	Communicative English	2	0	2	3		18ENG121	Professional Communication	1	0	2	2	
	Language Paper 1	1	0	2	2			Language Paper II	1	0	2	2	
18FNA102	Multimedia Graphics and Animation	3	0	0	3		18FNA111	Introduction to Visual Arts	1	1	0	2	
18FNA107	History of Photography	2	1	0	3		18FNA105	Introduction to Photography	1	1	3	3	
18FNA104	Chiaroscuro 1 (Drawing) (Object Study)	0	2	4	4		18ENV300	Environmental Science And Sustainability	3	0	0	3	
18FNA180	Multimedia Lab 1	0	1	2	2		18FNA185	Videography and Video Editing Lab 1	0	1	2	2	
18CUL101	Cultural Education 1	2	0	0	2		18FNA181	Multimedia Graphics and Animation Lab 1	0	1	2	2	
18FNA182	Language and Communication Practice Lab	0	0	2	1		18CUL111	Cultural Education II	2	0	0	2	
	<b>TOTAL</b>				<b>20</b>			<b>TOTAL</b>				<b>18</b>	
<b>SEMESTER 3</b>							<b>SEMESTER 4</b>						
18SSK201	Life Skills 1	1	0	2	2			Open Elective 1	3	0	0	3	
18FNA205	Art Through Ages	3	1	0	4		18FNA210	Western Aesthetics ( Theory)	1	1	2	2	
18FNA206	Introduction to Aesthetics	2	1	0	3			Elective 1				4	
18FNA208	Technological Foundation for Photography	2	2	0	4		18FNA214	Nature Photography	0	2	4	4	
18FNA283	Videography and Video Editing Lab 2	0	1	2	2		18FNA215	Basics of lighting for Photography	1	1	2	3	

18FNA184	Multimedia Graphics and Animation Lab 2	0	1	2	2	18SSK211	Life Skills 2	1	0	2	2
18AVP201	Amrita Value Programme 1	1	0	0	1	18AVP211	Amrita Values Programme 2	1	0	0	1
	<b>TOTAL</b>		<b>18</b>				<b>TOTAL</b>		<b>19</b>		
<b>SEMESTER 5</b>						<b>SEMESTER 6</b>					
	Live in Lab / Open Elective	3	0	0	3	18FNA316	Introduction to Photojournalism	0	2	3	3
	Elective 2			4		18FNA317	Fine Art Photography	0	2	4	4
18FNA305	Advanced Photo Editing	0	1	4	3	18FNA614	Portrait Photography	0	2	4	4
18FNA306	Advanced Lighting Practice	0	0	4	3	18FNA389	Event Photography - Mini Project				4
18FNA304	Life Study- 1 (Drawing)	0	2	4	4						
18SSK301	Life Skills 3	1	0	2	2						
	<b>TOTAL</b>		<b>19</b>				<b>TOTAL</b>		<b>15</b>		
<b>SEMESTER 7</b>						<b>SEMESTER 8</b>					
	Internship			4		18FNA499	Project				10
18FNA491	Photojournalism – Mini Project			4		18FNA498	Degree Show				10
18FNA492	Creative Photography – Mini Project			4							
18FNA493	Photo Story – Mini Project			4							
	<b>TOTAL</b>		<b>16</b>				<b>TOTAL</b>		<b>20</b>		

											<b>TOTAL Credits = 145</b>			
<b>ELECTIVES</b>														
	18FNA617	Fashion Photography	0	2	4	4								
	18FNA615	Sculpture	0	2	4	4								
	18FNA605	Art Direction	0	2	4	4								
	18FNA313	Introduction to Mural Painting	0	2	4	4								

## EVALUATION SCHEME AND GRADING SYSTEM

### R.13 Assessment Procedure

R.13.1 The academic performance of each student in each course will be assessed on the basis of Internal Assessment (including Continuous Assessment) and an end-semester examination.

Normally, the teachers offering the course will evaluate the; performance of the students at regular intervals and in the end-semester examination.

In theory courses (that are taught primarily in the lecture mode), the weight for the Internal Assessment and End-semester examination will be 50:50. The Internal assessment in theory courses shall consist of at least two periodical tests, weekly quizzes, assignments, tutorials, viva-voce etc. The weight for these components, for theory-based courses shall be 20 marks for the Continuous assessment, comprising of Quizzes, assignments, tutorials, viva-voce, etc. and 15 marks each for both the Periodical Tests.

At the end of the semester, there will be an end-semester examination of three hours duration, with a weight of 50 marks, in each lecture-based course.

R.13.2 In the case of laboratory courses and practical, the relative weight for Internal assessment and End-semester examination will be 80:20. The weight for the components of Internal assessment will be decided by the course committee/class committee at the beginning of the course.

*Evaluation pattern for course having both Theory and Lab. components:*

Courses having only one hour per week for lecture/tutorial, be treated as a Lab. course, for evaluation purposes; and evaluation pattern will be 80 marks for continuous assessment of lab. work and 20 marks for end-semester lab. examination.

Courses having two hours per week for theory and/or tutorials, be given a weight of 60 marks and 40 marks for the Theory and Lab. components, respectively; The Lab. component evaluation will be based on continuous evaluation, without any end-semester practical evaluation. 10 marks will be for continuous assessment of the theory portion, 10 marks for each of the two periodical tests, 30 marks for the theory end-semester examination and 40 marks for continuous assessment of lab. work and

Courses having three hours per week for theory and/or tutorials, be given a weight of 70 marks and 30 marks for the Theory and Lab. components, respectively; The Lab. component evaluation will be based on continuous evaluation, without any end-semester practical evaluation. 15 marks will be for continuous assessment of the theory portion, 10 marks for each of the two periodical tests, 35 marks for the theory end-semester examination and 30 marks for continuous assessment of lab. work.

R.13.3 It is mandatory that the students shall appear for the end-semester examinations in all theory and practical courses, for completion of the requirements of the course. Those who do not appear in the end-semester examinations will be awarded 'F' grade, subject to meeting the attendance requirement.

At the end of a semester, examinations shall be held for all the subjects that were taught during that semester and those subjects of the previous semesters for which the students shall apply for supplementary examination, with a prescribed fee.

R.13.4 PROJECT WORK: The continuous assessment of project work will be carried out as decided by the course committee. At the completion of the project work, the student will submit a bound volume of the project report in the prescribed format. The project work will be evaluated by a team of duly appointed examiners.



The final evaluation will be based on the content of the report, presentation by student and a viva-voce examination on the project. There will be 40% weight for continuous assessment and the remaining 60% for final evaluation.

If the project work is not satisfactory he/she will be asked to continue the project work and appear for assessment later.

## **R.16 Grading**

R.16.1 Based on the performance in each course, a student is awarded at the end of the semester, a letter grade in each of the courses registered. Letter grades will be awarded by the Class Committee in its final sitting, without the student representatives.

The letter grades, the corresponding grade points and the ratings are as follows:

<b><i>Letter Grade</i></b>	<b><i>Grade Points</i></b>	<b><i>Ratings</i></b>
O	10.00	Outstanding
A+	9.50	Excellent
A	9.00	Very Good
B+	8.00	Good
B	7.00	Above Average
C	6.00	Average
P	5.00	Pass
F	0.00	Fail
FA	0.00	Failed due to insufficient attendance
I	0.00	Incomplete (awarded only for Lab. courses/ Project / Seminar)
W		Withheld

R.16.2 'FA' grade once awarded stays in the record of the student and is replaced with the appropriate grade when he/she completes the course successfully later.

Students who have secured an 'FA' in a course must re-register for the course or register for the course, if offered, under run-time re-do mode.

R.16.3 A student who has been awarded 'I' Grade in a Lab course, due to reasons of not completing the Lab., shall take up additional Lab. whenever offered next and earn a pass grade, which will be reflected in the next semester's grade sheet.

The 'I' grade, awarded in a Project/Seminar course, will be subsequently changed into

appropriate grade, when the student completes the requirement during the subsequent semester. If he/she does not complete it in the next semester, it will be converted to 'F' grade.

R.16.4 A student is considered to have successfully completed the course and earned the credit, if he/she scores a letter grade 'P' or better in that course.

## SYLLABUS

### SEMESTER 1

**18ENG101                      Communicative English 2-0-2-3**

#### **Course Objectives:**

To help students obtain an ability to communicate fluently in English; to enable and enhance the students skills in reading, writing, listening and speaking; to impart an aesthetic sense and enhance creativity

#### **Course Outcomes**

	Students will be able to :
<b>CO1</b>	Competence in writing descriptive prose
<b>CO2</b>	Attain upper intermediate level vocabulary
<b>CO3</b>	Develop ability to read and comprehend
<b>CO4</b>	Appreciate and understand poetry
<b>CO5</b>	Develop familiarity with and ability to write in the formal, official communicative mode

#### **Course Contents:**

##### **Unit I**

Kinds of sentences, usage of preposition, use of adjectives, adverbs for description, Tenses, Determiners- Agreement (Subject – Verb, Pronoun- Antecedent) collocation, Phrasal Verbs, Modifiers, Linkers/ Discourse Markers, Question Tags

##### **Unit II**

Paragraph writing – Cohesion - Development: definition, comparison, classification, contrast, cause and effect - Essay writing: Descriptive and Narrative

##### **Unit III**

Letter Writing - Personal (congratulation, invitation, felicitation, gratitude, condolence etc.)  
Official (Principal / Head of the department/ College authorities, Bank Manager, Editors of newspapers and magazines)

## Unit IV

Reading Comprehension – Skimming and scanning- inference and deduction – Reading different kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness

## Unit V

Prose: John Halt’s ‘Three Kinds of Discipline’ [Detailed]

Max Beerbohm’s ‘The Golden Drugget’ [Detailed]

Poems: Ogden Nash- ‘This is Going to Hurt Just a Little Bit’ [Detailed]

Robert Kroetsch– ‘I am Getting Old Now’, Langston Hughes-‘I, Too’[Detailed]

Wole Soyinka- ‘Telephone Conversation’ [Non-Detailed]

Kamala Das- ‘The Dance of the Eunuchs’[Non-Detailed]

Short Stories:Edgar Allan Poe’s ‘The Black Cat’, Ruskin Bond’s ‘The Time Stops at Shamili’ [Non-Detailed]

### CORE READING:

1. Ruskin Bond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd, 1989
2. Syamala, V. Speak English in Four Easy Steps, Improve English Foundation Trivandrum: 2006
3. Beerbohm, Max, The Prince of Minor Writers: The Selected Essays of Max Beerbohm (NYRB Classics), Phillip Lopate (Introduction, Editor), The New York Review of Book Publishers.
4. Edger Allan Poe. The Selected Works of Edger Allan Poe. A Running Press, 2014.
5. Online sources

### References:

6. Ruskin Bond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd, 1989
7. Martinet, Thomson, A Practical English Grammar, IV Ed. OUP, 1986.
8. Murphy, Raymond, Murphy's English Grammar, CUP, 2004
9. Online sources

**Evaluation pattern R.13 & R .16**

**18FNA102      MULTIMEDIA, GRAPHICS AND ANIMATION**

**3 0 0 3**

**Objective**

This is a course about the basic part of Multimedia as much as about how to sew these parts together with current technologies and tools and that shows you how to use the text, image, sound and video to delivering your message and content in meaningful ways.

**Course Outcomes**

<b>To introduce the students about Media Skills Macintosh and Windows Platforms, Basic software tools.</b>
<b>To give an in-depth knowledge about Multimedia Authoring tools</b>
<b>To give a specific knowledge about Individual components of Multimedia Building Blocks like Text, Sound, Image</b>
<b>To give an accurate skill knowledge about Multimedia Building Blocks like Animation, Video etc.</b>
<b>To give a basic knowledge about The Internet and how it works, Tools for World Wide Web, Designing for the World Wide Web etc.</b>

**Unit 1**

Introduction: What is Multimedia? – Introduction to making Multimedia- Media Skills – Macintosh and Windows Platforms – Basic software tools

**Unit 2**

Making instant Multimedia – Multimedia Authoring tools

**Unit 3**

Multimedia Building Blocks: Text – Sound – Images

**Unit 4**

Multimedia Building Blocks: Animation – Video

**Unit 5**

Multimedia and the Internet: The Internet and how it works – Tools for World Wide Web – Designing for the World Wide Web

**Textbook:**

Tay Vaughan – Multimedia (Making it work) - Tata Macgraw-hill – ISBN-0-07-047276-9

**Reference:**

Nigel Chapman – Digital Multimedia – Wiley – ISBN – 81-265-0489-7

John F. Koegel Buford – Multimedia Systems – PEARSON – ISBN – 81-78-08-162-8

**Evaluation pattern R.13 & R .16**

**18FNA107**

**History of Photography**

**2 1 0 3**

**Course Outcomes**

<b>To Give a knowledge about Origin of Photography, early cameras and it's technologies.</b>
<b>To give an idea about art in Photography</b>
<b>To make understand the Evolution of Camera- From film to digital era</b>
<b>To helps the students explore the history and different genres of photography</b>
<b>To make understand the current trends in technology and style of Photography</b>

**Unit 1**

Origin of Photography- early cameras and technology

**Unit 2**

Photography as art

**Unit 3**

Evolution of Camera- From film to digital era

**Unit 4**

History of different genres of photography

**Unit 5**

Current trends in technology and style

**Evaluation pattern R.13 & R .16**

**18FNA104**

**Chiaroscuro 1 (Drawing) (Object Study)**

**0 2 4 4**

**Course Outcomes**

To initiate the students to the technique of drawing forms, shapes and volume.
To give an in depth knowledge about working with various grades of tones using Pen and pencil.
To give an in depth knowledge about charcoal and pastels hatching, cross hatching etc

To initiate the students to the technique of drawing forms, shapes and volume. Working with various grades of tones using Pen, pencil, charcoal and pastels hatching, cross hatching, stumbling, blending and layer overlays over a variety of surfaces to

**Evaluation pattern R.13 & R .16**

**18FNA180**

**MULTIMEDIA LAB I**

**0 1 2**

**2**

**Course Outcomes**

<b>To give an in depth knowledge about various Image Editing Software's.</b>
<b>To give an accurate skill knowledge about various designing software's using pc</b>
<b>To give a Practical Knowledge to use different software tools to make animation and video</b>

Image Editing Software - Working with Layers, Making Selections, Incorporating Color Techniques, Placing Type in an Image, Using Painting Tools, Working with Special Layer Functions, Creating Special Effects with Filters, Enhancing Specific Selections, Adjusting Colors, Using Clipping Groups, Paths, & Shapes, Transforming Type, Liquefying an Image, Performing Document Surgery, Annotating a Document, Creating Web Documents

### **Evaluation pattern R.13 & R .16**

**18CUL101**

**CULTURAL EDUCATION I**

**2 0 0 2**

### **Course Objectives**

To give an overview and thorough understanding of Culture, its necessity and customs and traditions.

### **Course Outcomes**

	Students will be able to :
<b>CO1</b>	get an awareness of culture, develop respect for traditions, customs & rituals
<b>CO2</b>	to get an unbiased understanding of traditional social structure
<b>CO3</b>	get a message of universal peace and realise the purpose of life
<b>CO4</b>	realise the significance of protecting nature's sanctity.

### **Course contents**

Introduction to Indian Culture  
 Introduction to Amma's life and Teachings  
 Symbols of Indian Culture  
 Science and Technology in Ancient India  
 Education in Ancient India  
 Goals of Life – Purusharthas  
 Introduction to Vedanta and Bhagavad Gita  
 Introduction to Yoga  
 Nature and Indian Culture  
 Values from Indian History  
 Life and work of Great Seers of India (1)



**TEXTBOOKS:**

1. *The Glory of India (in- house publication)*
2. *The Mother of Sweet Bliss. (Amma’s Life & Teachings)*

**Evaluation pattern R.13 & R .16**

**18FNA182**

**LANGUAGE AND COMMUNICATION PRACTICE LAB**

**0 0 2 1**

**Course Outcomes**

<b>To make understand about Communication Practice on correct verbal usage.</b>
<b>To make understand about Communication Practice on vocabulary and pronunciation in Regional Languages</b>
<b>To give an experience in Discussion of case studies</b>

Communication Practice including correct verbal usage, vocabulary and pronunciation in Regional Languages. Discussion of case studies.

**Evaluation pattern R.13 & R .16**

**SEMESTER 2**

**18ENG121**

**Professional Communication**

**1- 0-2-2**

**Course Objective:**

To convey and document information in a formal environment; to acquire the skill of self projection in professional circles; to inculcate critical and analytical thinking.

**Course Outcomes:**

	Students will be able to
<b>CO1</b>	develop pattern of communication as required for different professional context
<b>CO2</b>	speak formally paying attention to tone and diction
<b>CO3</b>	develop analytical & argumentative writing; critical and analytical thinking
<b>CO4</b>	acquire reading and listening comprehension with upper intermediate level vocabulary

### Unit I

Vocabulary Building: Prefixes and Suffixes; One word substitutes, Modal auxiliaries, Error Analysis: Position of Adverbs, Redundancy, misplaced modifiers, Dangling modifiers – Reported Speech

### Unit II

Instruction, Suggestion & Recommendation - Sounds of English: Stress, Intonation  
- Essay writing: Analytical and Argumentative

### Unit III

Circulars, Memos – Business Letters - e -  
mails

### Unit IV

Reports: Trip report, incident report, event report - Situational Dialogue - Group Discussion

### Unit V

Listening and Reading Practice - Book Review

### References

1. FelixaEskey. *Tech Talk, University of Michigan. 2005*
2. Michael Swan. *Practical English Usage, Oxford University Press. 2005*
3. Anderson, Paul. *Technical Communication: A Reader Centered Approach, V Edition, Hercourt, 2003.*
4. Raymond V. Lesikar and Marie E. Flatley. *Basic Business Communication, Tata Mc Graw Hill Pub. Co. New Delhi. 2005. Tenth Edition.*
5. Thampi, G. Balamohan. *Meeting the World: Writings on Contemporary Issues. Pearson, 2013.*
6. Lynch, Tony. *Study Listening. New Delhi: CUP, 2008.*
7. Kenneth, Anderson, Tony Lynch, Joan Mac Lean. *Study Speaking. New Delhi: CUP, 2008.*
8. Marks, Jonathan. *English Pronunciation in Use. New Delhi: CUP, 2007.*
9. Syamala, V. *Effective English Communication For You (Functional Grammar, Oral and Written Communication): Emerald, 2002.*

### Evaluation pattern R.13 & R .16

18FNA111

INTRODUCTION TO VISUAL ARTS

1 1 0 2

### Objective

Introduce the students to the world of Visual Arts so as to be enabling them competent and proficient in acquiring the knowledge about Visual Arts and Mass Communication.

### Course Outcomes

Introduce the students to the world of Visual Arts
To give an in depth knowledge about History of Western Art

**To give an indepth knowledge about Impressionism, Expressionism, Dadaism and Surrealism etc.**

**To give an indepth knowledge about Indian Art in the 20th century**

**To give a specific knowledge about Principles of Composition**

### **Unit 1**

History of Western Art: Principles of Composition-Prehistoric Art-Egyptian Art-Greek Art-Roman-Byzantine-Gothic Art-Renaissance-Baroque Art-Romanticism

### **Unit 2**

Modernist Movements: Impressionism - Expressionism - Dadaism and Surrealism - History of Indian Art : Indus Valley to Vedic Art - Buddhist Art - Medieval Hindu Art - Mughal Art - Indian Miniature Tradition

### **Unit 3**

Indian Art in the 20th century-Raja Ravi Varma, Amrita Shergil-RabindraNath Tagore and the Bengal School - Modernist Movements in Indian Art

### **Unit 4**

Principles of Composition:Perspective - Space (Negative and Positive)

### **Unit 5**

Directional lines-Golden Section and Rule of the Third, Colour Theory

#### **Texts**

1. Art & Visual Culture 1100-1600: Medieval to Renaissance edited by Kim W. Woods
2. Art History: The Basics By Diana Newall, Grant Pooke

#### **Reference**

1. Art and Illusion in The Winter's Tale By B. J. Sokol

**Evaluation pattern R.13 & R .16**

## Objective

The course intends to make the students to observe and describe visual qualities that characterize the photographic image; solve visual art problems; communicate ideas visually; develop proficiency in handling tools related to the photographic print; interpret the meanings of artistic works in photography; identify historical influences on photography; and investigate the role of the photographer in the community. Overall the students will improve their picture taking skills by taking photographs and techniques required to understand and operate the camera

## Course Outcomes

<b>To give a basic idea of Evolution of Photography</b>
<b>To make understand the principles of Photography</b>
<b>To make aware of Different parts of SLR camera-Creative mode and basic modes in SLR camera</b>
<b>To give an indepth knowledge of different Angle of view in photography.</b>
<b>To give a indepth knowledge about Different types of lenses.</b>
<b>To understand Different Image capturing formats and camera accessories</b>

### Unit 1

History of photography- Pinhole Camera, Camera Obscura, Normal Human Eye and Process of Seeing-Human eye and camera

### Unit 2

Camera principles- Compact cameras and SLR's - Working of SLR camera- Different image sensors- CCD and CMOS

### Unit 3

Different parts of SLR camera-Creative mode and basic modes in SLR camera-Basic features of SLR camera- Focusing- Aperture-shutter speed-slow and fast shutter speeds, applications of slow and fast shutter speeds, ISO, when to use ISO function.

### Unit 4

Angle of view- Different types of lenses-normal lens, wide angle lens, fish eye lens, prime lens, telephoto lens. Depth of Field-Shallow depth of field, large depth of field, Depth of focus - circles of confusion

### Unit 5

Different Image capturing formats-RAW, TIFF, JPEG, Storage Devices- SD card CF card, etc.  
Different camera accessories

**Evaluation pattern R.13 & R .16**

**18ENV300**

**ENVIRONMENTAL SCIENCE AND SUSTAINABILITY**

**3 0 0 3**

**Course Objective:**

*The objective is to help the student to understand the natural environment, eco system, current environmental challenges and human impacts on environment.*

**Course Outcomes:**

<b>CO1</b>	Acquaint on the natural environment and its relationships with human activities.
<b>CO2</b>	Enumerate the eco system, its structure and functions.
<b>CO3</b>	Design and evaluate strategies, technologies, and methods for sustainable management of environmental systems.
<b>CO4</b>	Describe and analyze human impacts on the environment.
<b>CO5</b>	Acquittance of information on human rights, human health and current environmental challenges.

**Unit 1**

State of Environment and Unsustainability, Need for Sustainable Development, Traditional conservation systems in India, People in Environment, Need for an attitudinal change and ethics, Need for Environmental Education, Overview of International Treaties and Conventions, Overview of Legal and Regulatory Frameworks.

Environment: Abiotic and biotic factors, Segments of the Environment, Biogeochemical Cycles, Ecosystems (associations, community adaptations, ecological succession, Food webs, Food chain, ecological pyramids), Types of Ecosystems – Terrestrial ecosystems, Ecosystem Services, Economic value of ecosystem services, Threats to ecosystems and conservation strategies.

Biodiversity: Species, Genetic & Ecosystem Diversity, Origin of life and significance of biodiversity, Value of Biodiversity, Biodiversity at Global, National and Local Levels, India as a Mega-Diversity Nation (Hotspots) & Protected Area Network, Community Biodiversity Registers. Threats to Biodiversity, Red Data book, Rare, Endangered and Endemic Species of India. Conservation of Biodiversity. People's action. Impacts, causes, effects, control measures, international, legal and regulatory frameworks of: Climate Change, Ozone depletion, Air pollution, Water pollution, Noise pollution, Soil/ land degradation/ pollution

## Unit 2

Linear vs. cyclical resource management systems, need for systems thinking and design of cyclical systems, circular economy, industrial ecology, green technology. Specifically apply these concepts to: Water Resources, Energy Resources, Food Resources, Land & Forests, Waste management. Discuss the interrelation of environmental issues with social issues such as: Population, Illiteracy, Poverty, Gender equality, Class discrimination, Social impacts of development on the poor and tribal communities, Conservation movements: people's movements and activism, Indigenous knowledge systems and traditions of conservation.

## Unit 3

Common goods and public goods, natural capital/ tragedy of commons, Cost benefit analysis of development projects, Environment Impact Assessment (EIA), Environment Management Plan (EMP), Green business, Eco-labeling, Problems and solutions with case studies. Global and national state of housing and shelter, Urbanization, Effects of unplanned development case studies, Impacts of the building and road construction industry on the environment, Eco-homes/ Green buildings, Sustainable communities, Sustainable Cities. Ethical issues related to resource consumption, Intergenerational ethics, Need for investigation and resolution of the root cause of unsustainability, Traditional value systems of India, Significance of holistic value-based education for true sustainability.

### TEXTBOOKS / REFERENCES:

1. R. Rajagopalan, Environmental Studies: From Crisis to Cure. Oxford University Press, 2011, 358 pages. ISBN: 9780198072089.
2. Daniel D. Chiras, Environmental Science. Jones & Bartlett Publishers, 01-Feb-2012, 669 pages. ISBN: 9781449645311.
3. Andy Jones, Michel Pimbert and Janice Jiggins, 2011. Virtuous Circles: Values, Systems, Sustainability. IIED and IUCN CEESP, London. URL:<http://pubs.iied.org/pdfs/G03177.pdf>
4. Annenberg Learner, The Habitable Planet, Annenberg Foundation 2015. URL: <http://www.learner.org/courses/envsci/unit/pdfs/textbook.pdf>.

### Evaluation pattern R.13 & R .16

18FNA185

VIDEOGRAPHY AND VIDEO EDITING LAB I

0 1 2 2

### Course Outcomes

To helps the students to Familiarizing Video Camera and accessories
To help the students understand Different types of Tapes
To help the students to Familiarising interface of editing software
To give an Introduction about DSLR Cinematography

To make understand the Different types of Shots used in Videography
To give a practical experience in Working under different Light Source

Familiarizing Video Camera and accessories

Different types of Tapes

Working with Tapeless systems

Familiarising interface of editing software

Introduction to editing workflow

Basic tools of editing software

Basics of audio editing

Exporting media from editing software

DSLR cinematography Introduction

Different types of Shots

Working under different Light Sources

Capturing Video using capturing devices

### Evaluation pattern R.13 & R .16

**18CUL111**

**CULTURAL EDUCATION II**

**2 0 0 2**

### Course Objective

To give students an idea on India's rich cultural, spiritual & academic progress.

### Course Outcomes

	Students will be able to
<b>CO1</b>	Get an idea of India's rich heritage
<b>CO2</b>	Get basic knowledge of elements responsible for this universe
<b>CO3</b>	Gain brief understanding of Bhagavadgita, classification of Vedas etc.,
<b>CO4</b>	Inculcate discipline and selflessness

### Course content

Bhagavad Gita and Life Management

Historicity of Ramayana and Mahabharata

Overview of Patanjali's Yoga Sutras  
 Highlights of Indian Mythology  
 Indian Society: Its Strengths and Weaknesses  
 Role & Position of Women in Indian Society  
 Indian Models of Economy, Business and Management  
 Health and Lifestyle related issues  
 Conservation of cultural heritage  
 Life and work of Great Seers of India (2)

**TEXTBOOKS:**

1. *The Glory of India (in- house publication)*
2. *Sanatana Dharma (A Compilation of Amma's teachings on Indian Culture)*

**Evaluation pattern R.13 & R .16**

18FNA181

MULTIMEDIA GRAPHICS AND ANIMATION LAB I

0 1 2 2

**Course Outcomes**

To give a practical knowledge in Vector Drawing for graphic design skills
To give an indepth practical skill to create illustrations with different softwares
To help the students explore the idea of Drawing landscapes with using perspective
To give practical skills on Create drawings, business cards, brochures etc

Vector Drawing - Draw basic shapes, Draw objects, Create vector images, then edit those vector images quickly and easily, Add color to your work, Use blends, gradients, and patterns, Create symbols to place into your work to save time, Create layers and masks, Draw landscapes such as buildings and houses with ease using perspective, Add graphs to your documents, Add text to your documents – and even to your objects and shapes, Create drawings, business cards, brochures.

**Evaluation pattern R.13 & R .16**

**SEMESTER 3**



**Course Objective:**

To build soft skills and an awareness for its importance.

**Course Outcomes**

	Students will be able to
<b>CO1</b>	Make a smooth transition from an academic environment to work environment and adopt well
<b>CO2</b>	Learn to cope with fear, stress and competition in professional world
<b>CO3</b>	Develop positive attitude, self-motivating ability and willingness for continuous knowledge upgradation

Soft skills and its importance: Pleasure and pains of transition from an academic environment to work-environment. Need for change. Fears, stress and competition in the professional world. Importance of positive attitude, self-motivation and continuous knowledge upgradation.

Self Confidence: Characteristics of the person perceived, characteristics of the situation, Characteristics of the Perceiver. Attitude, Values, Motivation, Emotion Management, Steps to like yourself, Positive Mental Attitude, Assertiveness.

Presentations: Preparations, Outlining, Hints for efficient practice, Last minute tasks, means of effective presentation, language, Gestures, Posture, Facial expressions, Professional attire.

Vocabulary building: A brief introduction into the methods and practices of learning vocabulary. Learning how to face questions on antonyms, synonyms, spelling error, analogy etc. Faulty comparison, wrong form of words and confused words like understanding the nuances of spelling changes and wrong use of words.

Listening Skills: The importance of listening in communication and how to listen actively.

Prepositions and Articles: A experiential method of learning the uses of articles and prepositions in sentences is provided.

Problem solving; Number System; LCM &HCF; Divisibility Test; Surds and Indices; Logarithms; Ratio, Proportions and Variations; Partnership; Time speed and distance; work time problems;

Data Interpretation: Numerical Data Tables; Line Graphs; Bar Charts and Pie charts; Caselet Forms; Mix Diagrams; Geometrical Diagrams and other forms of Data Representation.

Logical Reasoning: Family Tree; Linear Arrangements; Circular and Complex Arrangement; Conditionalities and Grouping; Sequencing and Scheduling; Selections; Networks; Codes; Cubes; Venn Diagram in Logical Reasoning.

**TEXTBOOKS:**

1. *A Communicative Grammar of English: Geoffrey Leech and Jan Svartvik. Longman, London.*
2. *Adair J (1986) - "Effective Team Building: How to make a winning team", London, U.K: Pan Books.*
3. *Gulati S (2006) - "Corporate Soft Skills", New Delhi, India: Rupa & Co.*
4. *The Hard Truth about Soft Skills, by Amazone Publication.*

**REFERENCES:**

1. *Quantitative Aptitude, by R S Aggarwal, S Chand Publ.*
2. *Verbal and Non-verbal Reasoning, R S Aggarwal, S Chand Publ.*
3. *Data Interpretation, R S Aggarwal, S Chand Publ.*
4. *Nova GRE, KAPAL GRE, Barrons GRE books;*
5. *Quantitative Aptitude, The Institute of Chartered Accountants of India.*
6. *More Games Teams Play, by Leslie Bendaly, McGraw-Hill Ryerson.*
7. *The BBC and British Council online resources*
8. *Owl Purdue University online teaching resources*
9. *www.thegrammarbook.com online teaching resources*
10. *www.englishpage.com online teaching resources and other useful websites.*

**Evaluation pattern R.13 & R .16**

**18FNA205**

**Art Through Ages**

**3 1 0 4**

**Objective:** - The course introduces the students to the history of art through the ages

**Course Outcomes**

To Make the students know about Prehistoric to Gothic Art
To Make the students know about Art from Renaissance to 19th Century Art
To Make the students know about Modern Art
To Make the students know about Post Modern Art
To Make the students know about Indian Art

**Unit 1:**

Prehistoric to Gothic Art

**Unit 2**

An over view of Art from Renaissance to 19th Century Art

**Unit 3**

An over view of Modern Art

**Unit 4**

An over view of Post Modern Art

## Unit 5

An over view of Indian Art

### Text Books:

1. Craven, Roy C. '*Indian Art: A Concise History*'. London: Thames and Hudson. 1976
2. Flexner, Stuart B. et al. [ed]. 'The Random House Library of Painting and Sculpture' [ 4 volumes]. New York: Random House.1981

### Reference:

1. Wilkins, David G and Bernard Schultz, ' Art Past, Art Present'. New York: Harry N Abrams inc 1990.
2. Woods, Gerald, et al [Ed]. 'Art without boundaries' - 1950 - 70. London. Thames and Hudson. 1972

### Evaluation pattern R.13 & R .16

18FNA206

Introduction to Aesthetics

2 1 0 3

### Course Outcomes

To give an indepth knowledge about Indian Aesthetics vs Western Aesthetics
To give an introduction about Plato, Republic, and Mimetic theory
To give an introduction about Aristotle and his Theory of Catharsis
To give an introduction to Natyasastra
To help the students Understand the Visual art and Visual Culture

### Unit 1

Indian Aesthetics vs Western Aesthetics. Indian And Western Philosophical frame work and intellectual traditions. Indian and Western Philosophers and Aestheticians - their works

### Unit 2

Introduction to Plato, Republic, Mimetic theory

### Unit 3

Introduction to Aristotle, Theory of Catharsis

### Unit 4

Introduction to Natyasastra, The Abhinavabharathi, The Bhava Rasa theory and its applications in Ancient and Medieval Sanskrit theatre.

## Unit 5

Visual Art and Aesthetics: Understanding Visual art and Visual Culture

### Texts

1. Pandey, KC , 'Comparative Aesthetics: Indian and Western'
2. Read, Herbert, ' The Meaning of Art'. Faber & Faber, 1961

### Reference

1. Kumar, Pushpendra .' Natyasastra of Bharatamuni (Text with Commentary of Abhinavbharati& English Translation) (Set of 3 Vols.). New Bharatiya Book Corporation. (2014)
2. Barlingay, SS ,' A Modern Introduction to Indian Aesthetic Theory: The Development from Bharata to Jagannaatha', D.K. Print World Ltd; 1 edition (30 March 2007)

### Evaluation pattern R.13 & R .16

18FNA208

TECHNOLOGICAL FOUNDATION FOR PHOTOGRAPHY

2 2 0 4

### Objective

The course provides an insight to the students about the basic optics used in Photography

### Course Outcomes

To give an indepth knowledge of Basics of Optics
To give an indepth knowledge about Lenses
To make understand the students about Image sensors
To give an information about Science behind image formation in human eye and camera
To give an accurate knowledge about Photographic Optics

### Unit 1

Basics of Optics

### Unit 2

Lenses – types, properties, aberrations.

### Unit 3

Photographic Optics – camera lenses – technical development

### Unit 4

Image sensors- different types working

## Unit 5

Science behind image formation in human eye and camera

**Evaluation pattern R.13 & R .16**

**18FNA283**

**VIDEOGRAPHY AND VIDEO EDITING LAB 2**

**0 1 2 2**

### **COURSE OUTCOMES**

To give a practicals experience in lighting ( indoor and outdoor)
To give a practical experience in Working with different video cameras
To make aware about Working with DSLR cameras and different accessories
To make understand the different camera movements
To helps the students in Shot division and planning of projects
To give a practical experience in Advanced areas of Video editing using software

Practising with lights (Additional lights and Natural lights)

Working with different video cameras

Working with DSLR cameras and different accessories

Track and Trolley

Studio Visit and Crane Operations

Video production Assignments

Shot division and planning of projects

Advanced areas of Video editing using software

**Evaluation pattern R.13 & R .16**

**18FNA184**

**MULTIMEDIA, GRAHICS AND ANIMATION LAB 2**

**0 1 2 2**

### **Course Outcomes**

To give an accurate skill knowledge about Animation Basics
To give a practical experience in Creating 2D Animations
To give a practical experience in creating Flash Websites

To give a indepth knowledge in Basic Action Scripting

Animation Basics, Creating 2D Animations, Flash Websites, Basic Action Scripting.

**Evaluation pattern R.13 & R .16**

## SEMESTER 4

**18FNA210**

**Western Aesthetics**

**1 1 2 2**

### **Course Outcomes**

To give an idea about Introduction to western philosophy and the philosophical terminologies and its application in theoretical discourse
To give an idea about Introduction to Aristotle, Theory of Catharsis, Tragedy, The Six elements and Three Units of a Tragedy
To make understand the students about Plato, Plato's idea of ' Form' and Mimetic theory and the Functions of Art
To give an Introduction to the western intellectual traditions from Descartes
To give a knowledge about the Art Movements throughout history

### **Unit 1**

Introduction to western philosophy and the philosophical terminologies and its application in theoretical discourse

### **Unit 2**

Introduction to Plato, Plato's idea of ' Form' and Mimetic theory and the Functions of Art

### **Unit 3**

Introduction to Aristotle, Theory of Catharsis, Tragedy, The Six elements and Three Units of a Tragedy

### **Unit 4**

Introduction to western intellectual traditions from Descartes, Immanuel Kant, Alexander Baumgarten  
Aesthetic Judgement

### **Unit 5**

An Overview of the Art Movements throughout history - Modern aesthetic movements and theories.

### **Texts**

1. Pandey, KC, 'Comparative Aesthetics: Indian and Western'
2. Read, Herbert, ' The Meaning of Art'. Faber & Faber, 1961

### **References**

1. Hegel, George, 'Introductory Lectures on Aesthetics', Penguin Classics (27 May 1993)
2. Ruskin, John, 'On Art and Life', Penguin Great Ideas 2004
3. Berger, John, 'Ways of Seeing', Penguin Modern Classics. 2008

**Evaluation pattern R.13 & R .16**

**18FNA214**

**Nature Photography**

**0 2 4 4**

**Course Outcomes**

To provide a skilled experience in Wildlife Photography
To provide professional skill in Macro Photography
To provide professional skill in Landscape Photography
To provide professional skill in Patterns and Textures
To provide professional skill in Flowers and leaves
To provide professional skill in Nature in black and white

Wildlife Photography  
 Macro Photography  
 Landscape Photography  
 Patterns and Textures  
 Flowers and leaves  
 Nature in black and white  
**Evaluation pattern R.13 & R .16**

**18FNA215**

**Basics of lighting for Photography**

**1 1 2 3**

**Course Outcomes**

To give an indepth knowledge about Lighting Basics
To Give a knowledge about Outdoor lighting, studio lighting, three point lighting, lighting ratio, soft lighting, hard lighting



<b>To give a knowledge about Different lighting instruments and accessories</b>
<b>To give a indepth knowledge aboutPortrait Lighting Patterns</b>
<b>To give an introduction to Creative Lighting</b>

**Unit 1:**

Lighting Basics- Nature of Light, different properties of light- direction, intensity, color,

**Unit 2**

Outdoor lighting, studio lighting, three point lighting, lighting ratio, soft lighting, hard lighting

**Unit 3**

Different lighting instruments and accessories

**Unit 4**

Portrait Lighting Patterns- Split lighting, loop lighting, Rembrandt lighting, butterfly lighting

**Unit 5**

Creative Lighting Introduction

**Evaluation pattern R.13 & R .16**

**18SSK211**

**LIFE SKILLS II**

**1 0 2 2**

**Course objective**

To groom the student for professional environment and making him aware of the corporate culture and basic business etiquette

**Course Outcomes:**

	Students will be able to
<b>CO1</b>	Acquire a knowledge of socially acceptable ways of behaviour, corporate etiquette; develop cultural adoptability
<b>CO2</b>	Exhibit appropriate body language; being aware of personal hygiene, proper dressing and grooming
<b>CO3</b>	Convert Passive vocabulary into active vocabulary; learn the etymology of words
<b>CO4</b>	Solve problems in QA & logical reasoning and interpret and analyse the data

Professional Grooming and Practices: Basics of Corporate culture, Key pillars of Business Etiquette. Basics of Etiquette: Etiquette – Socially acceptable ways of behaviour, Personal hygiene, Professional attire, Cultural Adaptability. Introductions and Greetings: Rules of the handshake, Earning respect, Business manners. Telephone Etiquette: activities during the conversation, Conclude the call, To take a message. Body Language: Components, Undesirable body language, Desirable body language. Adapting to Corporate life: Dealing with people.

Group Discussions: Advantages of Group Discussions, Structured GD – Roles, Negative roles to be avoided, Personality traits to do well in a GD, Initiation techniques, How to perform in a group

discussion, Summarization techniques.

Listening Comprehension advanced: Exercise on improving listening skills, Grammar basics: Topics like clauses, punctuation, capitalization, number agreement, pronouns, tenses etc.

Reading Comprehension advanced: A course on how to approach middle level reading comprehension passages.

Problem solving – Money Related problems; Mixtures; Symbol Based problems; Clocks and Calendars; Simple, Linear, Quadratic and Polynomial Equations; Special Equations; Inequalities; Functions and Graphs; Sequence and Series; Set Theory; Permutations and Combinations; Probability; Statistics.

Data Sufficiency: Concepts and Problem Solving.

Non-Verbal Reasoning and Simple Engineering Aptitude: Mirror Image; Water Image; Paper Folding; Paper Cutting; Grouping Of Figures; Figure Formation and Analysis; Completion of Incomplete Pattern; Figure Matrix; Miscellaneous.

Special Aptitude: Cloth, Leather, 2D and 3D Objects, Coin, Match Sticks, Stubs, Chalk, Chess Board, Land and geodesic problems etc., Related Problems

**TEXTBOOKS:**

1. *A Communicative Grammar of English: Geoffrey Leech and Jan Svartvik. Longman, London.*
2. *Adair J (1986) - "Effective Team Building: How to make a winning team", London, U.K: Pan Books.*
3. *Gulati S (2006) - "Corporate Soft Skills", New Delhi, India: Rupa & Co.*
4. *The Hard Truth about Soft Skills, by Amazone Publication.*

**REFERENCES:**

1. *Quantitative Aptitude, by R S Aggarwal, S Chand Publ.*
2. *Verbal and Non-verbal Reasoning, R S Aggarwal, S Chand Publ.*
3. *Quantitative Aptitude by Abjith Guha, Tata McGraw hill Publ.*
4. *More Games Teams Play, by Leslie Bendaly, McGraw-Hill Ryerson.*
5. *The BBC and British Council online resources*
6. *Owl Purdue University online teaching resources*
7. *www.thegrammarbook.com online teaching resources*
8. *www.englishpage.com online teaching resources and other useful websites.*

**Evaluation pattern R.13 & R .16**

**SEMESTER 5**

**18FNA305**

**Advanced Photo Editing**

**0 1 4 3**

**Course Outcomes**

<b>To make understand the students about RAW image processing</b>
<b>To make understand the students about Fine-tuning images using levels, curves, histogram</b>

**To give a proper idea about Color correction**

RAW image processing

Fine-tuning images using levels, curves, histogram

Color correction etc.

**Evaluation pattern R.13 & R .16**

**18FNA306**

**Advanced Lighting Practice**

**0 0 4 3**

**Course Outcomes**

To give a professional practical experience to different lighting styles

To give a professional practical experience to Creative lighting patterns

To give a professional practice experience in Lighting Accessories

Introduction to different lighting styles

Creative lighting patterns

**Evaluation pattern R.13 & R .16**

**18FNA304**

**Life Study 1 (Drawing)**

**0 2 4 4**

**Course Outcomes**

**To make the students observe the structure and composition of Human body.**

**To give a skill knowledge about translating through drawings the anatomy and structure of Human body, with detailed drawings of each part with Pencils, Pen, Charcoal and Pastels**

**To give a skill knowledge about various lighting conditions and various postures and various viewpoints**

<b>To give a skill knowledge about Detailed facial Anatomy</b>
<b>To give a skill knowledge about Detailed Facial Expressions, Skin tones etc</b>

To make the students observe the structure and composition of Human body. Translating through drawings the anatomy and structure of Human body, with detailed drawings of each part, under various lighting conditions and various postures and various viewpoints. Detailed facial Anatomy. Detailed Facial Expressions, Skin tones etc. Full Figure Drawings with Pencils, Pen, Charcoal and Pastels.

**Evaluation pattern R.13 & R .16**

**18SSK301**

**LIFE SKILLS III**

**1 0 2 2**

**Course objectives**

To prepare the student for working in a team and develop proper attitude for teamwork.

**Course Outcomes**

	Students will be able to
<b>CO1</b>	Work in teams; learn team playing and develop leadership skills
<b>CO2</b>	To gain knowledge of group dynamism
<b>CO3</b>	Learn how to face an interview and strategies of test taking
<b>CO4</b>	Learn the skills of Lateral thinking for problem solving

Team Work: Value of Team work in organisations, Definition of a Team, Why Team, Elements of leadership, Disadvantages of a team, Stages of Team formation. Group Development Activities: Orientation, Internal Problem Solving, Growth and Productivity, Evaluation and Control. Effective Team Building: Basics of Team Building, Teamwork Parameters, Roles, Empowerment, Communication, Effective Team working, Team Effectiveness Criteria, Common characteristics of Effective Teams, Factors affecting Team Effectiveness, Personal characteristics of members, Team Structure, Team Process, Team Outcomes.

Facing an Interview: Foundation in core subject, Industry Orientation/ Knowledge about the company, Professional Personality, Communication Skills, activities before interview, upon entering interview room, during the interview and at the end. Mock interviews.

Advanced Grammar: Topics like parallel construction, dangling modifiers, active and passive voices, etc.

Syllogisms, Critical reasoning: A course on verbal reasoning. Listening Comprehension advanced: An exercise on improving listening skills.

Reading Comprehension advanced: A course on how to approach advanced level of reading, comprehension passages. Exercises on competitive exam questions.

Specific Training: Solving campus recruitment papers, National level and state level competitive examination papers; Speed mathematics; Tackling aptitude problems asked in interview; Techniques to remember (In Mathematics). Lateral Thinking problems. Quick checking of answers techniques; Techniques on elimination of options, Estimating and predicting correct answer; Time management in aptitude tests; Test taking strategies.

**TEXTBOOKS:**

1. *A Communicative Grammar of English: Geoffrey Leech and Jan Svartvik. Longman, London.*
2. *Adair J (1986) - "Effective Team Building: How to make a winning team", London, U.K: Pan Books.*
3. *Gulati S (2006) - "Corporate Soft Skills", New Delhi, India: Rupa& Co.*
4. *The Hard Truth about Soft Skills, by Amazon Publication.*

**REFERENCES:**

1. *Speed Mathematics, Secrets of Lightning Mental Calculations, by Bill Handley, Master Mind books;*
2. *The Trachtenberg Speed System of Basic Mathematics, Rupa& Co., Publishers;*
3. *Vedic Mathematics, by Jagadguru Swami Sri BharatiKrsnaTirthayi Maharaja, MotilalBanarsidass Publ.;*
4. *How to Ace the Brainteaser Interview, by John Kador, Mc Graw Hill Publishers.*
5. *Quick Arithmetics, by Ashish Agarwal, S Chand Publ.;*
6. *Quicker Maths, by M tyra& K Kundan, BSC Publishing Co. Pvt. Ltd., Delhi;*
7. *More Games Teams Play, by Leslie Bendaly, McGraw-Hill Ryerson.*
8. *The BBC and British Council online resources*
9. *Owl Purdue University online teaching resources*
10. [www.thegrammarbook.com](http://www.thegrammarbook.com) online teaching resources
11. [www.englishpage.com](http://www.englishpage.com) online teaching resources and other useful websites

**Evaluation pattern R.13 & R .16**

## SEMESTER 6

**18FNA316**

**Introduction to Photojournalism**

**0 2 3 3**

### Course Outcomes

To give an idea about Photography in Spot News, general news etc.
To give practical and theoretical knowledge about Street Photography, off-beat photography, and documentary photography War, terror, and crime
To give practical and theoretical knowledge in taking Photographs for photo features.
To give practical and theoretical knowledge in taking Photographs for Photo stories and photo essays
To give practical and theoretical knowledge in taking Photographs for specialised, niche publications

Spot News, general news

Street Photography, off-beat photography, and documentary photography

War, terror, and crime

Photographs for photo features,

Photo stories and photo essays

Photography for specialised, niche publications

**Evaluation pattern R.13 & R .16**

**18FNA317**

**Fine Art Photography**

**0 2 4 4**

### Course Outcomes

To give an indepth knowledge about Artistic Vision in photography
To give a knowledge about innovative Photography ideas.
To give ideas about taking picture that includes a Message
To give ideas about capturing Emotions in photography
To give some ideas about Techniques that use for take creative photos

Artists Vision

Idea

Message

Emotion

Techniques

**Evaluation pattern R.13 & R .16**

**18FNA614**

**Portrait Photography**

**0 2 4 4**

**Course Outcomes**

To give some Posing ideas in model photography
To give an indepth knowledge about Composition of Photography
To give practical and theoretical knowledge about Portrait Lighting using studio lighting and natural lighting
To give ideas about Old Age photography

Posing

Composition

Portrait Lighting

Old Age

**Evaluation pattern R.13 & R .16**

**18FNA389 EVENT PHOTOGRAPHY – MINI PROJECT**

**4**

**Evaluation pattern R.13 & R .16**

## **SEMESTER 7**

**18FNA494 Internship**

**4**

Students must undertake internship for minimum period of one month in the industry. At the end of the semester the portfolio created by the concern student should be exhibited in the public platform.

**18FNA491 Photojournalism – Mini Project**

**4**

Make a portfolio of Minimum 50 Photos which emphasize photojournalism principles. The photos should represent the diversity of your abilities: news, feature, sports, portraits, illustrations.

The caption should be precise and describe what is not visible in the photograph. Adding value to understand the context of the photograph should be one of the primary tasks of the caption.

For future reference, information like the date and place are also helpful in understanding the story of the photograph. Be specific about the information and not too excessive. The caption for a photojournalism photograph should be as short as possible while providing all the useful information that is really needed.

**18FNA492 Creative Photography – Mini Project**

**4**

Students should design and produce a printed photo album with their own works of creative photography. (Dimensions and regulations will be specified)

Submission of Creative album or portfolio with the following elements like Choose a Theme, Use Experimental Compositions, Use Light and Shadows, Striking Silhouettes, Contrasting Styles, Lighten the Mood, Experiment With Slower Shutter Speeds ,Look for the Decisive Moment, Make It a Portrait. At the end of the semester the portfolio created by the concern student should be exhibited in the public platform.

**18FNA493 Photo Story – Mini project**



**4**

Students should prepare a Photo-journal consisting of 10 photo stories, based on pre-approved themes. Create an album or portfolio of photo story. Stories are integral to human culture and storytelling is timeless. In photographic practice, visual storytelling is often called a 'photo essay' or 'photo story'. It's a way for a photographer to narrate a story with a series of photographs. At the end of the semester the portfolio created by the concern student should be exhibited in the public platform.

**Evaluation pattern R.13 & R .16**

**SEMESTER 8**

**18FNA499 Project**

**10**

Make a Photo album with minimum of 20 Different themes with Minimum of 10 photos in each theme. The Project should explain details about each photograph with its nature and settings of each photograph with a caption of story or description.

**18FNA498 Degree Show**

**10**

Students should prepare photo exhibition to project their portfolio with the entire work done in the semester.

**Evaluation pattern R.13 & R .16**

**ELECTIVES**

**18FNA605**

**Art Direction**

**0 2 4 4**

**Course Outcomes**

To introduce the students to all the areas of art directionfor the film industry, theatre and advertising industry
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To give an Introduction to various painting and sculpting techniques for the making of props and sets
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To give more advanced ideas for design for print and visual media for the media industry.

To introduce the students to all the areas of art direction, for the film industry, theatre and advertising industry. The course introduces various painting and sculpting techniques for the making of props and sets, as well as advanced ideas for design for print and visual media for the media industry.

**Evaluation pattern R.13 & R .16**

**18FNA615**

**Sculpture**

**0 2 4 4**

**Course Outcomes**

The course introduces the students to visualize in three dimension

Introduction to various sculpting tools to make sculptures with various media, like clay, plaster, cement, wood, fibre, etc.

The course expects the students to try out various sculpture types like Busts, Full figures, Contemporary, Abstract etc.

The course introduces a student to visualize in three dimension. Introduction to various sculpting tools to make sculptures with various media, like clay, plaster, cement, wood, fibre, etc. The course expects the students to try out various sculpture types like Busts, Full figures, Contemporary, Abstract etc.

**Evaluation pattern R.13 & R .16**

**18FNA617**

**Fashion Photography**

**0 2 4 4**

**Course Outcomes**

To give practical and theoretical knowledge about Indoor and outdoor lighting
To give accurate, skilled knowledge of Black and white fashion photography
To give accurate, skilled knowledge of Street Fashion Photography
To give accurate, skilled knowledge about taking Professional and Creative Portrait photos using creative lighting techniques

Indoor outdoor lighting

Black and white fashion photography

Street Fashion Photography

Professional and Creative Portraits

Fashion Poses etc.

**Evaluation pattern R.13 & R .16**

**18FNA313**

**Introduction to Mural Painting**

**0 2 4 4**

**Course Outcomes**

To Introduce to students, the historical and aesthetic traditions of Mural paintings of various parts of India and World.
To give an Introduction to Traditional Kerala Mural Painting, its aesthetics and philosophy.
To give an Introduction to study of traditional symbols and motifs along with their meanings and significance.
To give an Introduction to Iconography using Dhyana Shlokas.

To Introduce to students, the historical and aesthetic traditions of Mural paintings of various parts of India and World.

Introduction to Traditional Kerala Mural Painting, its aesthetics and philosophy. A study of traditional symbols and motifs along with their meanings and significance. Iconography using DhyanaShlokas.

**Evaluation pattern R.13 & R .16**