

**SARDAR PATEL UNIVERSITY
VALLABH VIDYANAGAR**



SYLLABUS EFFECTIVE FROM: 2018-19

Programme: M.Sc (Home Science)

Subject: General

Semester: IV

**PH04CGEN21: RESIDENTIAL AND COMMERCIAL INTERIOR DESIGNING
(100 MARKS -4 HOURS, CREDITS-4)**

Objectives:

- To make students aware of trends in interiors
- To familiarize students with functional aspects of interiors
- To develop skills in analyzing client's requirements
- To acquaint the students with new materials in interiors.

Content:

Unit-1: (A) Importance of personal and group space in residential and commercial interiors.

- a) Functions and activities in space to be designed (residential and commercial)
- b) Current trends in interiors & architectural designs.
- c) Group, private & semiprivate activities.

(B) Factors influencing space planning

- a) Purpose and location
- b) Needs and aspirations
- c) Space and materials available
- d) Finance limits: cost vs. quality.

Unit-2: Human Factors considerations in Space Designing

- a) Anthropometrics & Human needs
- b) Design Considerations for various activities and space needs-
 - i. Eating area
 - ii. Health Care.
 - iii. Recreational area
 - iv. Shopping area
 - v. Beauty treatment
 - vi. Residential activities area
- c) Lighting for different locations, activities and measurement
- d) Ventilation and indoor air quality
- e) Noise control methods

Unit-3: Interior Building Materials and Finishes

- a) Walls: Paints, paper, paneling, glass, mirror, cladding materials and any new innovations.
- b) Floors: Stones, tiles, wood, Vinyl & linoleum, carpets and rugs.
- c) Ceilings: Plaster of Paris (POP), aluminum panels, metal strips, wood, acoustic boards, false ceiling.

Unit-4: Interior Décor Elements

- a) Furniture- material, finishes, fixtures and fittings.
- b) Furniture for different commercial and residential establishments for various activities.

Unit-5: Professional Management

- a) Responsibilities of Designer with Client
- b) Project management for residential and commercial interiors.
- c) Clients need , desire and affordability assessment
- d) Framing terms & conditions
- e) Planning time frame.

Course learning outcomes:

- The students would have learnt new trends in interior designing and all functional aspects of interiors
- The students would have also become familiar with the new materials used in interior designing the latest trends in use of materials

References:

1. Alexander, N.J., Mercoust Brace (1972): Designing Interior Environment. Havanovich Inc.
2. Ball, Victoria K. (1980) The Art of interior Design, Mc Millan & Co, New York.
3. Bhatt, P.D., Goenka S., (1990) foundation of Arts Design., lakhani Book Depot, Bombay.
4. Butler Margaret G.E. Greaks Benyl S (1980) Fabric Furnishing. ET Badsford Ltd. London.
5. Chudley, R. (1978) Construction Technology Vol. 1-2, I-IBS Long Man Ltd., New York.
6. Robert, G.V. (1983) Rendering with Pen and ink. Thomas and Hudson London.
7. Guansdijen K. and Yes Robert (1983), Corporate Design., Thomas and Hudson, London
8. Grandjean Ettens (1979), Human Dimensions and interior Space Whitney, New York
9. Laoch, Sid Del Har: Techniques of interior Design, Rendering and Presentation, McGraw Hill. New York.
10. Leinbac (1986) Visualization Techniques, McMillan, New Jersey
11. Rangwala N.: Building Materials, Poone.

PH04CGEN22: PRACTICAL BASED ON PH04CGEN21

(50 MARKS -4 HOURS, CREDITS-2)

Content:

Visualization of the design for Residential and Commercial interiors.

1. Layout of smaller and bigger Residential and Commercial areas.
2. Working drawing – sectional elevation and perspectives.
3. Detailing of furniture- constructional details of furniture, paneling, false ceiling, mezzanine lofts, and partitions.
4. Analysis of rates/costing.
5. Rendering techniques color- schemes- using different media.
6. Model making for different Residential and Commercial interiors including flat models.
7. Taking of quantities and preparation of abstracts for any one of the above.

PH04CGEN23: COMPREHENSIVE VIVA VOCE

(25 MARKS -1 HOURS, CREDITS-1)

- At the end of the semester the student has to face a viva voce in which questions from all the subjects studied during the course of the Master's programme by the student will be asked

PH04CGEN24: DISSERTATION

(350 MARKS -21 HOURS, CREDITS-14)

Objectives:

- To provide students with the opportunity to work independently as researchers
- To make students better researchers

Content:

1. The student will continue the research work taken up in the III semester and will complete it by the end of the semester
2. The student has to submit hard and soft copy of the report in the required format at the end of the semester
3. The student has to face a external viva voce on the research work carried out by the student

Course learning outcomes:

- The student would have gained in-depth knowledge in the area of work
- The student would have learnt the intricate details for research and report writing

PH04CGEN25-PROJECT

(200 MARKS -12 HOURS, CREDITS-8)

Objectives:

- To enable students to learn and understand handling of an independent project
- To make students better researchers

Content:

1. The project taken up by the student in the III semester is to be completed in this semester and a report in the appropriate format in hard copy and soft copy is to be submitted at the end of the semester
2. The student has to face a viva voce on the project after the submission of the report

Course learning outcomes:

- The student would have learnt and understood the process of working on a project

PH04CGEN26-COMMUNICATION DEVELOPMENT

(100 MARKS -4 HOURS, CREDITS-4)

Objectives:

- To become acquainted with the ways and means by which a community receives information and education
- To become acquainted with channels of communication
- To develop ability to communicate effectively to different age groups and culturally different groups

Content:

Unit-1: Concept and classification of communication

- a) Objectives
- b) Communication process
- c) Types of communication
- d) Communication skills
- e) Barriers to communication
- f) Purpose/functions of communication
- g) Seven C's of communication
- h) Ways and means of communication

Unit-2: Methods and materials for communication

- a) Traditional methods: Music, Folk media
- b) Modern methods: for mass audience (radio, television) and other audio-visual aids

Unit-3: Strategies for developmental communication

- a) Development communication
- b) Diffusion of innovations
- c) Goal of diffusion research, adoption versus diffusion process, adopter categories

Unit-4: Communication for small and large groups

- a) Communication for class room/group: (lecture, lecture-demonstration method, assignment method, project method, discussion method, use of audio-visual aids)
- b) Communication for the mass: advertisement, publicity

Unit-5: Change and challenges in communication in contemporary society

- a) Social change
- b) Patterns of social change
- c) Modernization

Course learning outcomes:

- Students would have understood the importance and means of effective communication
- They would have gained knowledge about appropriate communication aid for effective communication

Reference Books:

- 1) Communication, Barker, L (1990), Prentice Hall, New Jersey
- 2) Human Communication, Devito, J ((1998), Harper and Row, New York
- 3) Essentials of Communication, Patri and Patri (2002), Greenspan Publication

PH04CGEN27:PRACTICAL BASED ON PH04CGEN26

(50 MARKS -4 HOURS, CREDITS-2)

- 1) Preparation of communication aids useful for small groups and to evaluate their effectiveness:
 - a) charts
 - b) posters
 - c) flash cards
- 2) Preparation of simple communication material for community in any selected area of home science
 - a) Short play
 - b) Story
- 3) Preparation of informative

- a) display boards
- b) advertisements
- c) Pamphlets

PH04EGEN21: ADVANCE STUDY IN HUMAN DEVELOPMENT

(100 MARKS -4 HOURS, CREDITS-4)

Objectives

- To undertake an advanced study of the stages in human development with special focus on stages from prenatal development to adolescence
- To understand the principles and factors influencing human development in these stages.

Content:

Unit-1: Principles and Concept of Development

- a) Principles of growth and development.
- b) Developmental tasks.
- c) Basic concepts of development – maturation and learning, sensitive periods, individual differences, nature- nurture issue.
- d) Secular trend in growth.

Unit-2: Prenatal development

- a) Recapitulation of stages in prenatal development, genetic and environmental factors: maternal conditions and teratogens. Significance of the genome project for understanding human development.
- b) Importance of Indian practices during pregnancy.

Unit-3: Infancy: (birth - 2 years)

- a) The newborn: birth process and the neonate. Physical description, sensory capacities and reflexes. Becoming coordinated - feeding, sleeping, crying.
- b) Imitation, object permanence and other cognitive accomplishments.
- c) Early language development.
- d) Social relationships during infancy

The cultural experience of being an infant.

Unit-4: Early childhood (2-6 years)

- a) Transition from infancy to childhood.
- b) Physical and motor development.
- c) Play and social relationships. The emerging self.
- d) Language, cognition and emotions in early years.
- e) Early childhood education.
- f) Early socialization, parenting and cultural processes.

Unit-5: Middle childhood (7-11 years)

- a) Physical and motor development: changes and challenges.
- b) Sense of industry and personality development.
- c) Cognitive, moral and language development.
- d) Social relationships - peers, siblings and parents.
- e) The experience of schooling - academic achievement.

Unit-6: Adolescence (11-18 years)

- a) Transition from childhood to sexual maturity - puberty and its consequences. Emotional changes.

- b) Development of Formal operations - Adolescent thought. Integration of the self - issues of identity.
- c) Role of family, peers, community and ethnic group.
- d) Moral reasoning and judgement.
- e) Health, sexuality, mental health, delinquency - conformity.
- f) Guidance need of individual and families
- g) Guidance required at various levels of development.

Course learning outcomes:

- Students would have gained extensive knowledge in the area of Human Development with special reference to stages from prenatal development to adolescence
- The students would have also gained better understanding of factors that influence human development

References:

1. Rice, F.P. (1995). Human Development. New Jersey: Prentice Hall. 'e
2. Berk, L.E. (1995). Child Development. London: Allyn & Bacon.
3. Cole, M. & Cole, S. (1993). The development of children. (2nded.) New York: Scientific American Books Freeman & Co.
4. Dutt, S. (1998). Moral Values in child Development. New Delhi : Anmol.
5. Santrock, J.W. & Yussen, S.R. (1988). Child development: An introduction. Iowa: Wm. C. Brown Publishers.
6. Bee, H. (1997). The developing child (VIII ed.). New York: Longman.
7. Clarke-Stewart , A. & Friedman, S. (1987). Child development: Infancy through adolescence. New York: John Wiley.
8. Mussen, P.H.; Conger, J.J.; Kagan, J. & Huston, A.G. (1996). Child development and personality. New York: Harper & Row.

PH04EGEN22 : CARE OF THE ELDERLY

(100 Marks -4 hours, credits-4)

Objectives

- To enable students to become aware and sensitized to issues related to care of the elderly.
- To enable students to understand the theoretical perspectives of the aging process.
- To develop skills for organizing activities for the elderly.

Content:

Unit-1 Introduction

- a) Emergence and scope of gerontology and elderly care.
- b) Historical perspective, demographic trends in India.
- c) Concept of aging and problems: Social, medical, psychological problems, occupational etc.

Unit-2. Theoretical perspectives

Theories: Disengagement theory, Activity theory, Human development theory, Continuity theory, Age stratification theory, Labeling theory

Unit-3. Aging Process

- a) Biological and physiological aspects; Psychological aspects; Social aspects: Social status, retired status, single status, economic status, security, guide and teacher, social adjustment and recognition
- b) Spiritual aspects: karma theory and religion
- c) Economic aspects.

Unit-4. Adjustment Patterns and Changing Lifestyles in Old Age

- a) Family patterns in later life: Changing roles and the aging family; Conjugal: Husband-Wife relations in old age; Sexual adjustment
- b) Retirement years and marital adjustment
- c) Intergenerational family relations; Grand parenthood; Widowhood/singlehood; Alternative lifestyle; Second marriage in the later life.

Unit-5. Work, leisure and retirement patterns

- a) Work - Meaning of work, individual motivation; Leisure; Retirement - benefits, freedom of retirees, fear change in personal and social life, problems like - sense of loss, women retirees, awareness, use of authority, social worth
- b) Attitude towards retirement: Poverty, poor health, retirement and suicide, abandonment, liberation and diachronic solidarity.

Unit-6. Death Dying and Bereavement

Impact of death on society; Attitude towards death; Denial and thoughts of death; bereavement, grief and social setting.

Unit-7. Services and programs for the Aged

Categories of services: Housing, health, leisure time activities; institution for the aged day care centres; economic programmes; Re-engagement (after retirement); Retirement pension, death cum retirement gratuity, provident fund, health measures. Insurance scheme, investment & taxation and property.

Course learning outcomes :

- Students will understand the various issues related to elderly people.
- Students will be able to apply theoretical knowledge of the subject in extension activities and research.

References

1. Aiken, L.R. (1978). The psychology of later life, Philadelphia : WB Saunders Company.
2. Bergmann, Klaus (1972). Aged: Their understanding and care, London: Wolfe Pub.
3. Binstock, R.H. and E. Shanes (eds) (1986). Handbook of aging and social sciences. New York: V.N. Reinhold Co.
4. Blau, Zana Smith (1 983). Old age in a changing society, New York : New View Prints.
5. Bose, A.B. and K.D. Gangrade (1988). Aging in India: Problems and Potentialities. New Delhi: Abhinav Pub.
6. Chowdhry Paul D. (1992). Aging and the aged. New Delhi : Inter India Pub.
7. Cook Alicia Skinner (1983). Contemporary Perspectives on Adult Development & Aging. New York: Macmillan.
8. Cox Harold (1984). Later life: The reality of aging. New Jersey : Prentice Hall Inc.

9. Desai, K.G. (1985). Problems of the retired people in greater Bombay, Bombay : TISS, Series No. 27.
10. Ghosh, B. (1988). Contemporary Social Problem in India, Bombay : Himalaya Pub.
11. Homban, D. (1978). Social Challenge of Aging. London : Groom Helm.
12. Johnson Elizabeth (1982). Growing old: Social problem of Aging. New York : Holt Rinehart and Winston.
13. Kennedy Carroll (1988). Human Development. New York : Macmillan.
14. Kimmel Douglas (1974). Adulthood and Aging. New York : Wiley.
15. Mishra Saraswati (1987). Social Adjustment of Old Age. Delhi : B.R. Pub. Corp.
16. Pinkston, P.H. and N.K. Linsk (1984). Care of the Elderly: A family approach. New York : Pergamon Press.
17. Schiamberg Lawrence. B. (1985). Human Development, New York : Macmillan.
18. Sharma, M.L. & T.M. Dak (1987). Aging in India: Challenge for the Society. Delhi : Janta Pub.