

Bachelors in Arts with Community Sciences Major
Category-II

**DISCIPLINE SPECIFIC CORE COURSE – DSC-3A-HSC:
APPLIED SOCIAL SCIENCE IN HOME SCIENCE**

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Applied Social Science in Home Science	4	3	1	0	Nil	Nil

Learning Objectives

- To provide knowledge of Indian society as plural, diverse, and stratified
- To examine major social institutions shaping everyday social life
- To encourage sociological thinking about social relations and structures
- To understand the basic concepts, nature, and major schools of thought in psychology.
- To develop an understanding of perceptual processes and principles of perceptual organization.
- To understand the cognitive foundations of learning and memory.

Learning Outcomes

The students would be able to:

- Explain the pluralistic and diverse nature of Indian society, including its cultural, linguistic, religious, and regional variations.
- Identify and analyze the stratified structure of Indian society, particularly in relation to caste, class, gender, tribe, and other forms of social inequality.
- Describe the role and functioning of major social institutions such as family, marriage, and religion, in shaping everyday social life.
- Students will be able to define psychology and distinguish major schools of thought in Psychology.
- Students will be able to explain perception, bottom-up and top-down processing, and basic perceptual laws.
- Students will be able to describe key learning theories and major memory models.

THEORY
(Credits 3; Hours 45)

UNIT I: Sociology within the Social Sciences

9 Hours

This unit introduces the social sciences, with particular focus on sociology, by tracing their historical emergence and development. It helps students understand how sociology, as part of

the wider social sciences, offers a distinct yet interconnected approach to studying human society in relation to anthropology, psychology, history and economics.

- Sociology in Context: History, Psychology, and Economic Perspectives
- Concept of social groups, status and social roles
- Family, Culture and process of socialisation
- Dynamics of social control and processes of social change

UNIT II: Indian Society: Diversity and Social Institutions

2 Hours

This unit examines Indian society as plural and diverse, focusing on major social institutions and structures. It introduces students to caste, tribe, class, village organization, and family/kinship systems as central features of Indian social life.

- Caste as a System of Social Stratification
- Tribe and Indigenous Social groups
- Changing Status of Women in India

Unit III: Introduction to Psychology

12 Hours

This unit introduces psychology as the scientific study of behavior and mental processes. It covers major schools of thought along with key subfields of psychology. It also explains perception, including bottom-up and top-down processing, and the basic laws of perceptual organization and perceptual cues.

- Definition and nature of Psychology
- Schools of thought in Psychology
- Subfields of Psychology
- Perception- Definition, Bottoms-up and top-down processing
- Laws of perceptual organization, Perceptual cues

Unit IV Cognitive foundations: Learning and Memory

12 Hours

This unit focuses on the cognitive foundations of learning and memory. It explains learning and its major theories. It also introduces memory, including the information-processing model, parallel distributed processing, and basic memory enhancement techniques.

- Learning- Definition; Theories of learning- Classical conditioning, Operant conditioning, Observational learning.
- Memory- Definition, Information-processing model, Parallel distributed processing, Memory enhancement techniques

Tutorial (Credits 1, Hours 30)

1. Interviews and focus group discussions on changing family roles and relationships.
2. Analysis of family and community change through films or documentaries.
3. Study of traditional communities (artisans, potters, folk groups) through field observation.
4. Use of audio-visual material to understand behaviour and group relationships.
5. Workshop/lectures aligned with the theoretical perspectives of sociology.
6. Workshops on mindfulness/meditation/stress-management etc.
7. Reflection journal on field experiences.
8. Class presentation on contemporary topics related to psychology.

9. Media analysis (Movies, documentaries, short films etc. on psychological concepts).
10. Journal keeping (as a tool for tapping personal thoughts, feelings, experiences, and reflections to understand one's mental and emotional processes).

Essential Readings

UNIT I

This unit introduces the social sciences, with particular focus on sociology, by tracing their historical emergence and development. It helps students understand how sociology, as part of the wider social sciences, offers a distinct yet interconnected approach to studying human society in relation to anthropology, psychology, history and economics.

- **Bierstedt, R.** (2013). *American sociological theory: A critical history*. Elsevier. Chapter 1, pp. 1-33.
- **Bierstedt, R.** (2013). *American sociological theory: A critical history*. Elsevier. Chapter 3, pp. 89-127.
- **Bierstedt, R.** (2013). *American sociological theory: A critical history*. Elsevier. Chapter 4, pp. 131-182.
- **Giddens, A.**, 2006 (5th ed.), *Sociology*, London: Oxford University Press, Chapter 1, pp. 2-29.

UNIT II

This unit examines Indian society as plural and diverse, focusing on major social institutions and structures. It introduces students to caste, tribe, class, village organization, and family/kinship systems as central features of Indian social life.

- **Bhasin, K.** (1993). *What is patriarchy?* New Delhi: Kali for Women.
- **Deshpande, Satish**, 2003, *Contemporary India: A Sociological View*. New Delhi; Viking, pp. 125-150.
- **Srinivas, M.N.**, 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, Volume 15, No. 4, pp 481-496.

UNIT III

This unit introduces psychology as the scientific study of behavior and mental processes. It covers major schools of thought along with key subfields of psychology. It also explains perception, including bottom-up and top-down processing, and the basic laws of perceptual organization and perceptual cues.

- **Baron, R. A., & Misra, G.** (2016). *Psychology* (Fifth edition). Pearson Education India.
- **Passer, M. W., & Smith, R. E.** (2017). *Psychology: The Science of Mind and Behaviour* (Fifth edition). McGraw Hill Education.

UNIT IV

This unit focuses on the cognitive foundations of learning and memory. It explains learning and its major theories. It also introduces memory, including the information-processing model, parallel distributed processing, and basic memory enhancement techniques.

- **Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J.** (2025). *Introduction to Psychology* (Ninth edition). Affiliated East-West Press Private Limited.
- **Passer, M. W., & Smith, R. E.** (2017). *Psychology: The Science of Mind and Behaviour* (Fifth edition). McGraw Hill Education.

Suggested Readings

- **Baron, Robert, A., & Misra, Girishwar.** (2016). *Psychology* (Fifth edition). Pearson Education India.
- **Ciccarelli, S. K., White, J. N., & Misra, G.** (2025). *Psychology* (Seventh edition). Pearson Education.
- **Horton, P.B. and C.L. Hunt,** 1985, *Sociology*, New York: McGraw Hill. Chapter 7 & 20, pp. 154-181, 509-540.
- **Shah, G., & Bara, J.** (2020). Introduction: Tribes in India and their education. In *Social Inclusion and Education in India* (pp. 1-31). Routledge India.
- **Srinivas, M.N.,** 1969, "The Caste System in India", in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, pp.265-272.
- **Stern, Robert W.** 2003. *Changing India*. Cambridge: CUP. Introduction. Change, societies of India and Indian Society.

Note: Examination scheme and mode shall be as prescribed by the Examination branch, University of Delhi, from time to time.

Bachelors in Arts with Community Sciences as non-Major Category-III

DISCIPLINE SPECIFIC CORE COURSE – DSC-4-HSC: SCIENCE APPLICATIONS IN HOME SCIENCE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Science Applications in Home Science	4	3	0	1	Class XII Pass	NIL

Learning Objectives

- To introduce basic scientific principles and their practical applications in everyday life, with special reference to Home Science.
- To integrate chemistry, physics, biological sciences, and environmental science to help students understand health, nutrition, household management, textiles, and sustainability through simple scientific explanations.
- To emphasise observation, practical skills, and real-life problem solving rather than theoretical complexity.

Learning Outcomes

The students would be able to:

- Explain common household phenomena scientifically.
- Interpret labels, cleaning agents, and eco-friendly products.
- Use basic measuring instruments and understand energy consumption.
- Identify useful plants, microbes, and animals in daily life.
- Understand disease prevention, immunity, and nutrition.
- Apply sustainability and environmental responsibility in home management.