



University of Rajasthan Jaipur

SYLLABUS

Multidisciplinary Courses For Undergraduate Level

In Home Science

III, IV & V Semester

Examination-2024-25

As per NEP – 2020

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Dy. Registrar
(Academic)
University of Rajasthan
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Multidisciplinary Course

Semester – III

Code of the Course	Title of the Course	Level of Course	Credits of course
Multidisciplinary Course Theory	Basic Nutrition for Healthy Life style	6	2
Multidisciplinary Course Practical	Basic Nutrition for Healthy Life style	6	2
Type of Course		Delivery Type of the Course	
Major		Theory- Lecture, including diagnostic and formative assessments - during lecture hours Practical- Laboratory work and field visits.	
Objectives of the Course (Theory)	<ul style="list-style-type: none"> • To impart knowledge to students about health and basic food groups and balanced diet • To make the students aware about the harmful effects of fast foods and processed foods • To impart knowledge about healthy diet for prevention of life style related diseases. 		
Objectives of the Course (Practical)	<ul style="list-style-type: none"> • The students shall have a basic knowledge about cooking in a healthy manner • The students shall have knowledge about the various processed foods available. • The students shall have knowledge about the various foods available. 		

Theory Credit -2

30 Hours

Basic Nutrition for Healthy Life style

Syllabus -

Max. Marks: 10 + 40 marks

Min. Pass Marks: 4+ 16 marks

Unit-I Basic Concepts

8

- Definition of health
- Importance of nutrition for health
- Balanced diet
- Food pyramid

Unit-II Food groups – Energy and protein

8

- Cereals
- Pulses
- Meat, fish, poultry and eggs,

Unit-III Food groups – Vitamins, minerals and antioxidants

8


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- Vegetables
- Fruits

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Unit-IV- Prevention of life style Diseases

6

- Changes in Dietary patterns
- Harmful effects of Junk foods and Processed foods
- Sugar and Salt

Suggested books and reference including links to e-resources –

- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.
- Wardlaw GM, Hampi JS, DiSilvestro RA (2004). Perspectives in Nutrition, 6th edition. McGraw Hill.
- Chadha R and Mathur P eds. Nutrition: A Lifecycle Approach. Orient Blackswan, New Delhi. 2015.
- Dietary Guidelines For Indians A Manual, 2nd Edition, 2011, NIN, Hyderabad

Learning Outcome of the Course –

- The course aims at developing the basic understanding of health and nutrition; and it's the effect on human health. This course covers the basic food groups and the function of each food group for good health. The knowledge and skills to utilize food and nutrients are as the powerful tools for physical, mental and social well-being and also prevention of life style related diseases.

Practical Credit -2**30 Practicals (2 hours each)****Basic Nutrition for Healthy Life style****Max. Marks: 10 + 40 marks****Min. Pass Marks: 4 + 16 marks****1 Syllabus –****1. Cooking methods- prepare any two dishes using the following methods 7**

- Boiling
- Steaming
- Frying
- Sautéing
- Roasting
- Baking
- Simmering

2. Preparation of the following dishes in a healthy manner.**Collect recipes for at least 5 dishes in each category: -****18**

- Beverages



- Snacks
- Soups
- Salads
- Millet dishes
- Rice dishes
- Cereal dishes
- Vegetables
- Pulse cookery
- Desserts

3. Market Survey

5

- Market survey and critical analysis of labelling of Processed foods commonly used.
- Market survey of Prices and seasonal availability of commonly used foods in a household.

2. Practical exam scheme: (Total 50 marks: Midterm 10 + EoSE 40 = 50)

- Prepare anyone dish using any of the cooking methods – 15 marks
- Prepare any one healthy dish – 25 Marks

3 Suggested books and reference including links to e-resources –

- Indian Food Composition Tables – 1 January 2017, NIN, Hyderabad
- Dietary Guidelines For Indians A Manual, 2nd Edition, 2011, NIN, Hyderabad
- eGyanKosh: Block-4 Practical Manual-Nutrition and Dietetics
- [eGyanKosh: Concepts of nutrition and health DECE-2 part-1](#)
- [eGyanKosh: Concepts of nutrition and health DECE-2 part-2](#)

Learning Outcome of the Course –

- The practical has been designed in a manner so that students can learn basic cooking skills and also are aware of how to cook foods in a healthy manner. The course shall enable the students to cook and purchase food wisely.


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Multidisciplinary Course

Semester - III

Code of the Course	Title of the Course	Level of Course	Credits of course
Multidisciplinary Course Theory	Fashion Illustrations	6	2
Multidisciplinary Course Practical	Fashion Illustrations	6	2
Type of Course		Delivery Type of the Course	
Major		Theory- Lecture, Thirty Lecture including diagnostic and formative assessments - during lecture hours Practical- Laboratory work and field visits.	
Objectives of the Course (Theory)	<ul style="list-style-type: none"> • To familiarize students with foundational fashion terminology essential for effective communication within the industry. • To explore and critically analyze the three major theories of fashion adoption: Trickle-down, Trickle Across, and Bottom-Up. • To examine and elucidate the diverse factors influencing the trends and evolution of fashion, encompassing social, cultural, economic, and technological aspects. • To provide a comprehensive understanding of fashion analysis by delving into fashion variables, the significance of line, color, texture in fashion prediction, awareness factors, and measurement indications. • To equip students with practical skills and techniques using various tools for sketching within the context of fashion design. 		
Objectives of the Course (Practical)	<ul style="list-style-type: none"> • To teach students the basics of designing • To make them learn the application of these to apparels • To familiarize them to the rich heritage design through visits. • To introduce the basics of Fashion Drawing. 		

Theory Credit -2

30 Hours

Fashion Illustrations

Syllabus -

Max. Marks: 10 + 40 marks

Min. Pass Marks: 4 + 16 marks

1. Introduction to:

8

- Fashion terminology
- Fashion cycle
- Sources of fashion
- Factors favouring and retarding fashion


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- Fashion Forecasting-Seasons, sources, steps in forecasting

2. **Theories of fashion adeption:** 6
- Trickle-down theory
 - Trickle Across theory
 - Bottom up
3. **Fashion analysis:** 8
- Fashion variables
 - Line colour texture and fashion prediction
 - Awareness factors
 - Measurement indication
4. **Fashion Dynamics: Bridging Trends to Design Innovation** 8
- Factors affecting fashion
 - Fashion illustration: Importance and scope
 - Consumer groups- fashion leaders, followers
 - Creation of styles according to age, season and occasion
 - Role of fashion designer, Fashion centres and leading designers

Suggested books and reference including links to e-resources –

- Brockman, H.L. 1965. The Theory of Fashion Design Sydney, John Wiley and Sons, Inc.
- Goldstein, H. and Goldstein. V. 1954 Art in Everyday Life. IV Ed. New York, Macmillan Publishing Co Ind.
- Ireland, P.J.1970. Fashion Design Drawing London, B. T. Batsford Ltd.
- Ireland, P.J. 1980. Basic Fashion Design, London, 8. T. Batsford Ltd.
- Ireland, P.J. 1974, Fashion Drawing for Advertising London B.T. Batsford Lid
- Jabenis, E. 1972. The Fashion Director Sydney, John Wiley and Sons, Inc.
- Rubin, LG. 1976. The World of Fashion, New York Canfield Press.

Learning Outcome of the Course –

- Students will demonstrate a comprehensive understanding of fundamental fashion terminology, facilitating effective communication within the fashion industry.
- By critically evaluating Trickle-down, Trickle Across, and Bottom-Up theories, students will analyse and apply these concepts to predict and interpret fashion trends.
- Students will identify and assess the multifaceted factors influencing fashion evolution, encompassing societal, cultural, economic, and technological aspects.
- Through the exploration of fashion variables, line, color, texture, and measurement indications, students will proficiently conduct fashion analysis and prediction.

- By mastering various sketching tools and techniques, students will proficiently create fashion sketches and illustrations, demonstrating applied design skills within the industry.

Practical Credit -2

30 Practicals (2 hours each)

Fashion Illustrations

Max. Marks: 10 + 40 marks

Min. Pass Marks: 4 + 16 marks

1 Syllabus –

- 1) Identification of structural and applied design component in garments. 2
- 2) Interpretation of elements and principles of design concepts from print and visual mediums. 2
- 3) Introduction to elements of design. 10
 - Line and form – through drawings
 - Colour – colour wheel, grey scale and value scale, intensity scale, colour schemes.
 - Textures- different textures through different mediums
 - Illustration techniques – strokes, hatching, shading; colouring techniques – medias for colouring.
- 4) Visit to Exhibition/ Musuem and Preparation of portfolio based on the visit. 4
 - Natural
 - Stylised
 - Geometrical
 - Abstract.
 - Traditional embroidery motif's
- 5) Fashion sketching 10
 - Technical drawing of fashion details: sleeves, yolks & necklines, bodices and skirts
 - Drawing stick figures and Block figure
 - Designing & Dressing on a croque
 - Formal & Traditional Wear
- 6) Market survey on different clothing brands to study the available styles, colours, materials and labels. 1
- 7) Market survey on various trims and garment accessories. 1

2 Practical exam scheme: (Total 50 marks: Midterm 10 + EoSE 40 = 50)

- Designing and dressing on a croque = 15 marks
- Interpretation of: - Elements and Principles of Design Concepts/ Structural and applied design from Print and Visual Mediums = 15 marks



- Use of strokes, hatching, and shading in a fashion illustration = 10 marks

3 Suggested books and reference including links to e-resources –

- Brown, Patty, Rice J., 1998, Ready to Wear Apparel Analysis. Prentice Hall.
- Marshall S G, Jackson H O, Stanley MS, Kefgen M & Specht T, 2009, Individuality in Clothing & Personal Appearance, 6th Edition, Pearson Education, USA.
- Tate S.L., Edwards M.S., 1982, The Complete Book of Fashion Design, Harper and Row Publications, New York
- Liechty, E.G., Potterberg, D.N., Rasband, J.A., 2010, Fitting and Pattern Alteration: A Multimethod Approach, Fairchild Publications, New York
- Fringes G.S., 1994, Fashion from Concept to Consumer, 6th edition, Prentice Hall, New Jersey.
- Ireland, P.J. 2003, Introduction to Fashion Design, B.T. Batsford, London.
- R. Andrew, 2018, Key Concepts for Fashion Industry, Bloomsbury Publishing, India.

Learning Outcome of the Course –

- Student will be able to understand and interpret design components of a garment
- Will learn the basic drawing techniques
- They will develop skill in elementary Fashion drawing
- Students will have an idea of available accessories, trims and brands and details about them.
- Mastery in creating diverse fashion figures through various poses and styles, showcasing versatility and adaptability in their artwork.
- Application of design elements and principles in fashion illustration, exhibiting enhanced creativity and aesthetic sensibilities in their designs.
- Proficiency in fashion sketching, adeptly capturing and incorporating intricate design features in upper and lower garment illustrations.

Multidisciplinary Course

Semester - IV

Code of the Course	Title of the Course	Level of Course	Credits of course
Multidisciplinary Course Theory	Maternal and Child Care	6	2
Multidisciplinary Course Practical	Maternal and Child Care	6	2
Type of Course		Delivery Type of the Course	
Major		Theory- Lecture, Thirty Lecture including diagnostic and formative assessments - during lecture hours Practical- Laboratory work and field visits.	
Objectives of the Course (Theory)	<ul style="list-style-type: none"> • To learn about the normal menstrual cycle and physiology of pregnancy. • To learn about the various types of care during and post pregnancy. • To understand the care of new-born and infant. • To learn about the nutritional care of Infant and young child. 		
Objectives of the Course (Practical)	<ul style="list-style-type: none"> • To learn about techniques and postures of breastfeeding • To learn about planning and preparation of complementary feeds for infants • To learn about planning and preparation of nutritious recipes for pregnant and lactating women. • To learn about the Mother and Child Protection Card • To learn about the techniques of growth monitoring of infants 		

Theory Credit -2

30 Hours

Maternal and Child Care

Syllabus -

Max. Marks: 10 + 40 marks

Min. Pass Marks: 4 + 16 marks

Unit – I. Maternal Health

- Normal Menstrual Cycle and conception 4
- Pregnancy: 4
 - i) Signs & Symptoms
 - ii) Common ailments during pregnancy: morning sickness, heartburn, indigestion, constipation, leg cramps, oedema, eclampsia, gestational diabetes.

Unit – II. Health care during Pregnancy & lactation:

8

- Antenatal Care:
 - i. Antenatal Check-ups & their importance


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ii. Danger signs during pregnancy & management

- Abortions –causes & Care of Mother
- Post-natal care: Check-ups & their importance.

Unit – III. Care of New-born

- Care of Newborn and Infant:
 - i) Identification of Danger Signs in newborn and when to refer. **2**
 - ii) Immunization & growth monitoring of newborn and infant **2**

Unit – IV. Nutritional Care of Infant and Young Child 10

- iii) Infant and Young child nutrition guidelines
 - i) Infancy: Importance of breastfeeding, Exclusive breastfeeding, early initiation, colostrum
 - ii) Complementary feeding:
 - a. Importance of complementary feeding
 - b. Technique of complementary feeding
 - c. Points to be considered –FADU (Frequency, Adequacy, Density and Utilization).

Suggested books and reference including links to e-resources –

- Park JE & Park K (1995). Essentials of Community health Nursing. M/s Banarsidas Bhanot Publishers. 1167 Prem Nagar, Jabalpur. 482001. 2nd Edition. ISBN 81-90011871
- Dr. Subhash C. Arya (2007). Infant & Child care for the Indian Mother. ISBN 8125914412
- Shanti Ghosh (2004). Nutrition and Child care: A practical guide. Jaypee Publishers. Second Edition. ISBN: 9788180612077
- First Aid to the injured. Authorised Manual of St. John Ambulance. 1 cross road, New Delhi 110001
- Module 1-8 developed for Asha Sahyoginis.

Learning Outcome of the Course –

- Learners will be able to describe the normal menstrual cycle and enlist the signs of pregnancy.
- Learners will be able to list out the care required by women during and post pregnancy.
- Learners will be able to enlist the danger signs during pregnancy
- Learners will be able to enlist the danger signs of newborn.
- Learners will be able to enlist common ailments of newborns.
- Learners will be able to plan nutritious and appropriate complementary feeds for the infant and young child.



Ri Jaw
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Practical Credit -2

30 Practicals (2 hours each)

Maternal and Child Care

Max. Marks: 10 + 40 marks

Min. Pass Marks: 4 + 16 marks

1 Syllabus –

- 1 Breastfeeding – Techniques & Posture
2. Preparation of Complementary foods
 - Premixes
 - Homemade recipes
3. Use of Mother & Child Protection Card
 - Registration & personal details
 - Antenatal care
 - Post antenatal care
 - New born care
 - Immunization
 - Guidelines for child care
4. Planning of low cost nutritious recipes (at least 3) for pregnant and lactating mother
5. Growth monitoring – Demonstration of weight & height measurement of child

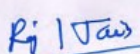
2 Practical exam scheme: (Total 50 marks: Midterm 10 + EoSE 40 = 50)

- Planning and Preparation of one complementary food – 20 marks
- Planning of one low cost nutritious recipe for pregnant or lactating mother – 10 marks
- Plotting a growth chart for an infant – 10 marks

3 Suggested books and reference including links to e-resources –

- Khanna K, Gupta S, Seth R, Passi SJ, Mahna R, Puri S (2013). Textbook of Nutrition and Dietetics. Phoenix Publishing House Pvt. Ltd.
- Longvah, T., Ananthan, R., Bhaskarachary, K and Venkaiah, K. 2017. Indian Food Composition Tables. National Institute of Nutrition, Hyderabad.
- Srilakshmi (2019). Dietetics, 8th Edition. New Age International Ltd.
- <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=116919>
- <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=116971>
- <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=21534>

Learning Outcome of the Course –


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- Learners will be able to explain the techniques and correct postures of breastfeeding.
- Learners will be able to plan and prepare nutritious complementary feeds for infants based on the nutritional and dietary guidelines.
- Learners will be able to plan and prepare low-cost nutritious recipes for pregnant and lactating women.
- Learners will be able to demonstrate the importance and use of the Mother and Child Protection Card.
- Learners will be able to correctly measure the height and weight of infants.

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(Academic)
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Multidisciplinary Course

Semester - IV

Code of the Course	Title of the Course	Level of Course	Credits of course
Multidisciplinary Course Theory	Toys and Games In The Child's World of Learning	6	2
Multidisciplinary Course Practical	Toys and Games In The Child's World of Learning	6	2
Type of Course		Delivery Type of the Course	
Major		Theory- Lecture, Thirty Lecture including diagnostic and formative assessments - during lecture hours Practical- Laboratory work and field visits.	
Objectives of the Course (Theory)	<ul style="list-style-type: none"> • A career in toy design provides a unique combination of inventiveness, creativity. • To learn and get the chance to make a overall development of children. • To understand a vast array of items innovative technical devices to instructional toys. • To get chance of the industry's adaptability, free to experiment with various toy categories and age groups. 		
Objectives of the Course (Practical)	<ul style="list-style-type: none"> • To understand the vast scope of toy market in India. • To develop the skill for production of toy with different diminution of children needs. • To get chance of the explore entrepreneurship/ industry's/ startup in community. 		

Theory Credit -2

30 Hours

Toys and Games In The Child's World of Learning Syllabus -

Max. Marks: 10 + 40 marks

Min. Pass Marks: 4 + 16 marks

Unit -1

1. History and culture of toys and games in Indian and Western context. Importance of toy based learning. **3**
2. Role of toys in development of child; **6**
 - (a) Physical, Emotional, Social, Cognitive, Educational, Moral, Creative, Communication skill, Technological development.
 - (b) Give focus to especially abled children on all the above mentioned domains.


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Unit – II

3. Need, Importance and Types of Toys: No Cost Toy, Low Cost Toy, High Priced Toy, Factory Made Toy, On The Shelf-Toy, Experimental Toys, Handmade Toy. 7
4. Indigenous Toys and games importance and types 2

Unit – III

5. Basic elements of Design and principles of design in context to toy designing 3
6. Understanding Toy designing, Tools, Technologies, Materials (Properties), and Process. 3

Unit – IV

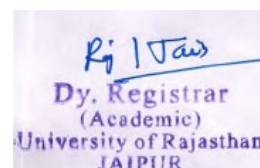
7. Experiential Learning: - Benefits, Developmental stages and play based learning, Toy and Games for children with special needs 3
8. Entrepreneurship in Toy Design, Marketing and Branding of Toys. Ethics of Toy marking. 3

Suggested books and reference including links to e-resources –

- Petersen, L., Zimmerhoff, J. (2017). Educational Toys: Consisting Chiefly of Coping-Saw Problems for Children in School and the Home. (n.p.): CreateSpace Independent Publishing Platform.
- Educational Toys: Consisting Chiefly of Coping-Saw Problems for Children in School and the Home. (2020). (n.p.): Library of Alexandria.
- Making Toys in Wood. (1980). United States: Sterling Publishing Company.
- Petersen, L. C. (2022). Educational Toys: Consisting Chiefly of Coping-Saw Problems for Children in School and the Home. Czechia: DigiCat.

Learning Outcome of the Course –

- The students will be able to make career as Toy Designer, Product Developer, Packaging Designer, 3D Modeler, Toy Engineer
- The students will be able to learn, develop skills, and implement their creativity skills in designing trendsetting products for kids of all ages.

Practical Credit -2**30 Practicals (2 hours each)****Toys and Games In The Child's World of Learning****Max. Marks: 10 + 40 marks****Min. Pass Marks: 4 + 16 marks****1 Syllabus –**

1. Conduct a market survey for different educational, creative, innovative and informative Toy material and Toys available for children.
2. Prepare effective toys using the elements & principals of design for the following.
 - (a) Suitable for children of different age group
 - (b) Using different material (Specially indigenous material)
 - (c) Development orientated
 - (d) Suitable for differently abled children.
3. Toy labelling, costing, marketing and exhibition.

2 Practical exam scheme: (Total 50 marks: Midterm 10 + EoSE 40 = 50)

- Prepare any two toys using the elements and principles of design for (a) Children from different age groups (b) Developmental oriented (c) Suitable for differently abled children. (15 + 15 = 30 marks)
- Report writing on any one = 10 marks
 - (a) Toy materials available in market.
 - (b) Labelling of toy material
 - (c) Costing and Marketing of toy material
 - (d) Marketing strategy for toys

3 Suggested books and reference including links to e-resources –

- Petersen, L., Zimmerhoff, J. (2017). Educational Toys: Consisting Chiefly of Coping-Saw Problems for Children in School and the Home. (n.p.): CreateSpace Independent Publishing Platform.
- Educational Toys: Consisting Chiefly of Coping-Saw Problems for Children in School and the Home. (2020). (n.p.): Library of Alexandria.

Learning Outcome of the Course –

- The students will be able to make Toys with consideration of need of child as Age, Cost, Gender, development and market demand.
- The students will be able to learn, and develop skills, to understand labelling and actual benefits of toys as consumer and manufacture.



Multidisciplinary Course

Semester - V

Code of the Course	Title of the Course	Level of Course	Credits of course
Multidisciplinary Course Theory	Information and Communication Technologies For Development	7	4
Type of Course		Delivery Type of the Course	
Major		Theory- Lecture, Sixty Lecture including diagnostic and formative assessments - during lecture hours Practical- Laboratory work and field visits.	
Objectives of the Course (Theory)	<ul style="list-style-type: none"> • understand the basic concepts of ICTs • understand the concept of traditional and new media for development • acquaint with the limitations and challenges of ICTs • sensitize the students and help them to understand the application of ICTs in development • get insight of the ICTs tools in diverse media for development 		

Theory Credit -4

60 Hours

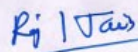
Information and Communication Technologies For Development

Syllabus -

Max. Marks: 20 + 80 marks

Min. Pass Marks: 8+ 32 marks

Unit I: Introduction to ICTs	17
• Understanding ICTs- Definition, concept, meaning and nature	3
• Evolution of ICTs-global and local level	2
• Classification of ICTs- Traditional and modern ICTs, their relevance to development.	3
• Limitations and challenges of ICTs- limited reach and access	3
• E-Extension- meaning, characteristics, scope and nature	2
• Psychological principles of ICT-	2
• Factors affecting and factors facilitating ICT learning	2
 Unit II: Applications of ICTs to Development	 15
• ICTs and Livelihoods, Poverty Reduction and Governance	4
• ICTs in Education, Gender equality and Empowerment and Health	5
• ICTs in Environment, Climate Change and Disaster Management	4
• Role of ICT in communication and extension	2


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Unit III: ICT Tools in Diverse Media	14
Study, Analysis and design of ICT tools in diverse media for development	
• Radio as an ICT tool for development	3
• Television as an ICT tool for development	3
• Mobile telephony as an ICT tool for development	4
• Internet as an ICT tool for development	4
Unit IV: New media as ICT tool	14
• New Media- concept, meaning, types and role in development	4
• Teleconferencing- audio and video conferencing: - kinds, process, advantage and limitations	3
• Social media- type and functions of social media applications, guidelines for preparing social media content	3
• Educational portal- objectives, benefits and uses	2
• Online learning and online evaluation	2

Suggested books and reference including links to e-resources –

- Malhotra, A. Issues in WEB-BASED EDUCATION ‘S.S. Publishers, New Delhi, 2007.
- Raidu, C.S. Communication, Himalaya Publishing House, Mumbai, 2009.
- Rao, U. Educational Technology, Himalaya Publishing House Delhi. 20
- Tongia, R., Subrahmanian, E. & Arunachalam, V. (2005). Information and Communications Technology for Sustainable Development. Bangalore: Allied Publishers
- Umme, K. Information communication Technology in Educationl, H. P. Bhargave Book Honse, Agra, 2008.
- Unwin, T. (Ed.) (2009). ICT4D: Information and Communication Technology forDevelopment. Cambridge: Cambridge University Press.
- Verma, M.Techology in Digital Education‘ Murarilal& Sons Ansari Road, Darya Ganj New Delhi, 2006.
- Weigel, G. & Waldburger, D. (Eds.) (2004). ICT4D – Connecting People For A Better World. Lessons, Innovations and Perspectives of Information and Communication Technologies in Development. Berne: Swiss Agency for Development and Cooperation(SDC) and the Global Knowledge Partnership (GKP).
- E-content- <http://vikaspedia.in/e-governance/mobile-governance/#content>

- http://unpan1.un.org/intradoc/groups/public/documents/un/Compendium_on_ICT_Applications_Vol_II_29_Dec_09.pdf

R. Jais
Dy. Registrar
(Academic)
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Learning Outcome of the Course –

- understand the basic concept of ICTs
- learn the various ICTs tools and their role in development
- understand the limitations and challenges in use of ICTs
- understand the concept of new media and their role in development
- learn the application of ICTs in development

R. Jais
Dy. Registrar
(Academic)
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