



PROSPECTUS 2021-22

One Year PG Diploma in Integrated Geriatric Care (2021 – 2022)

Jointly offered by

**National Institute of Social Defence (NISD)
(Autonomous Body of Ministry of Social Justice & Empowerment)
&
Tata Institute of Social Sciences (TISS), Mumbai**

Academic Calendar

(Dates are tentative and may change)

| | |
|--|---------------------|
| Application form and prospectus would be available from | : April 16, 2021 |
| Last date for Submitting the duly filled in Application Form | : May 15, 2021 |
| Personal Interview | : May 19, 2021 |
| Result Declaration | : May 21, 2021 |
| Final Admission | : May 31, 2021 |
| Commencement of Course | : June 1, 2021 |
| Commencement of Field Visit (Block Placement) | : September 1, 2021 |
| 1 st Semester Examination | : November 1, 2021 |
| 10 days Study Tour in Age Care Institution | : May 2, 2022 |
| Submission of Block Placement Report | : May 16, 2022 |
| 2 nd Semester Examination | : May 23, 2022 |
| Final Result Declaration | : June 22, 2022 |
| Compartmental Examination | : July 18, 2022 |

Foreword

The concept of 'Geriatric Care' is of a recent origin in India requiring adequate attention to provide positive interventions for strengthening social support system for the elderly. The support services need to be augmented to adequately cater to the requirements of the increasing number of the older persons, in both urban as well as rural settings. The challenges in creating a society capable of taking care of the varied and specialized needs of the older persons are enormous. Hence, need of the hour is to develop a team of quality Geriatric Care Personnel (Geriatric Animators), both at the grass-root as well as managerial levels. Against this backdrop, various specialized courses have been instituted at NISD to meet the demand for providing skill based, field oriented, trained professionals in the area of the Geriatric Care and also to develop it as a challenging career.

The Three Month Certificate Course on Geriatric Care for bedside Assistants was instituted in the year 2015. This course offers opportunities for skill building and knowledge base in the areas of beside assistance/nursing care of elderly persons. This course is offered by NISD and its collaborating agencies in Delhi, Bihar and Hyderabad.

The One Year Post-Graduate Diploma in Integrated Geriatric Care was instituted in the year 2003 at NISD. It is an advance course at Supervisory / Managerial level covering Multidisciplinary Perspectives on Social Gerontology, Health and Ageing, Geriatric Care Planning and Management, Introduction to Gerontological Research Methodology and Policies and Programmes for Care of Elderly and Role of Gerontological Social Work Practitioners. This course is meant for those students who are planning to join the field of Geriatric Care as their career.

I wish all success to the Candidates choosing this as a career option.

**Director,
NISD**

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1. NATIONAL INSTITUTE OF SOCIAL DEFENCE (NISD)

An Introduction:

The mandate of the Ministry of Social Justice and Empowerment, Government of India is to ensure social justice to and empowerment of the disadvantaged and marginalized sections of the society including the Older Persons. The main objective of the Government is to create enabling environment for ensuring a better quality of life for the disadvantaged groups.

The increase in the population of the older persons is a global phenomenon, and India is no exception. There is a rising trend in the population of the older persons in India. A characteristic feature of this demographic transition is that the growth rate of the elderly population is increasing rapidly as compared to the total population of the nation. So, there is an urgent need of ensuring care to this segment and augment supply of available Care Givers. Realizing the magnitude of the challenge, the Government of India, Ministry of Social Justice and Empowerment (MOSJ&E), announced in January 1999 a National Policy on Older Persons (NPOP).

The National Institute of Social Defence (NISD), an autonomous body, under MoSJ& E, is actively involved in various areas relating to training in the field of Social Defence including care of older persons. The objective of the Institute is to provide technical inputs and strengthen social defence programmes of the Government of India. The Institute organizes training programmes both in-house as well as in collaboration with other organizations working in these areas of care of Senior Citizens, Drug Abuse Prevention, Beggary Prevention and Transgender Welfare..

NISD Functions as:

- An Advisory Body to Government of India
- A Centre of Excellence on Research and Training in the field of social defence.

NISD also:

- ☞ Liaises and coordinates the efforts of the Government and the Non-Government Organizations at State, National and International level.
- ☞ Develops preventive, rehabilitative and curative tools, programmes and policies in the field of social defence
- ☞ Undertakes research/capacity building/training, provides consultancy and undertakes documentation and publication in the field of social defence.

Mission of NISD:

To develop and facilitate comprehensive, effective and specialized interventions in the areas of social defence.

Location:

The NISD is situated at Plot: G-2, Sector-10, Dwarka, New Delhi- 110075 occupying seven storied building.

2. SENIOR CITIZEN DIVISION

Senior Citizen Division of NISD aims to facilitate the implementation of the NPOP and other welfare schemes of senior citizens to address the needs of the older persons. The phenomenal medical triumph has brought an unprecedented increase in life expectancy. As an outcome, the percentage of 60 plus population is on the rise. This comes to us not just as a challenge but also as an opportunity to draw upon the vast repertoire of experience and knowledge of the senior citizens. Historical and cultural traditions of care and empowering the aged have been relatively smooth and easy in India, both for the society and the Government. A multi-pronged strategy for strengthening the traditional care system and also for evolving appropriate framework for institutional services wherever needed has been adopted by the Government to ensure socio-economic and emotional support to the ageing population.

Vision of Senior Citizen Division:

To enhance the delivery of care to the elderly in de-institutionalized settings by focusing upon awareness generation, identification of the needs, targeted intervention and optimizing capabilities to improve the quality of life of the elderly.

Aims & Objectives:

The main aim of conceptualizing the course isto **develop a cadre of frontline skilled/trained personnel of Geriatric Caregivers (Geriatric Animators) that specializes in home care in family and community settings.** The younger generation and others concerned with the welfare of older persons are to be encouraged to attend to the needs of the older persons. Therefore, creating a team of frontline personnel in old age care is the goal of initiating this project.

The objectives of the Division are:

- To develop a cadre of professionals at Managerial/Supervisory level for the care& welfare of the Older Persons.
- To provide a comprehensive and scientific knowledge base on various aspects relating to the Geriatric Care
- To develop an appropriate aptitude and skill for working with older persons
- To orient the students on various techniques of understanding and working for the welfare of the elderly with focus on programme development and management

Activity Profile:

- ✓ National Conferences/Seminars/Workshops on Elderly Issues.
- ✓ Training Courses in Geriatric Care.
- ✓ Orientation Programmes on Management of Dementia and Care.
- ✓ Awareness/Sensitization Programmes for School /College Students
- ✓ Orientation Programmes for key functionaries of Allied System like Police, Health, Judiciary, Elected Representative, etc.
- ✓ Training of Primary/Family Care Givers.

Overview of the Courses:

The Institute runs a series of Awareness Programmes, Orientation Training Courses/Certificate Courses to educate and train persons who can in turn provide care to older persons in the family and community settings. Besides, the Institute is also carrying out orientation programmes in several regions of the country through Regional Resource and Training Centres (RRTCs) to generate awareness among Senior Citizens on the welfare facilities/programmes available for them.

3. ONE YEAR PG-DIPLOMA COURSE

The P.G. Diploma is a full - time course of one year duration. The need of hour is to develop a team of quality Geriatric Care Personnel at managerial level. Against this backdrop, a specialised one year Post Graduate Diploma Course has been instituted under the Project 'NICE' to meet the demand for providing skill based, field oriented, trained professionals needed for the care of older persons. The Course was launched on 1st October, 2003, on the occasion of International Day of Older Persons.

The One Year Post Graduate Diploma in Integrated Geriatric Care includes theoretical sessions, concurrent field visit/block placement, study tour in age care institutions. In addition, submission of field visit report/ article is other essential component of the course.

Rationale

Geriatrics is a sub-specialty of internal medicine and family medicine that focuses on health care of elderly people. It aims to promote health by preventing and treating diseases and disabilities in older adults. There is no set age at which patients may be under the care of a **geriatrician**, or physician who specializes in the care of elderly people. Rather, this decision is determined by the individual patient's needs, and the availability of a specialist.

Geriatrics, the care of aged people, differs from gerontology, which is the study of the aging process itself. The term geriatrics comes from the Greek geron meaning "old man" and iatros meaning "healer". However, geriatrics is sometimes called medical gerontology.

Gerontology is the study of the aging processes and individuals as they grow from middle age through later life. It includes, the study of physical, mental, and social changes in older people as they age, the investigation of the changes in society resulting from our aging population, the application of this knowledge to policies and programs. As a result of the multidisciplinary focus of gerontology, professionals from diverse fields call themselves "gerontologists" Geriatrics is, the study of health and disease in later life, the comprehensive health care of older persons and the well-being of their informal caregiver. It focuses on care and treatment of older persons

Although gerontology and geriatrics have differing emphases, they both have the goal of understanding aging so that people can maximize their functioning and achieve a high quality of life. This course aims to bring salient feature of Gerontology and Geriatric care together.

Goals and Objectives of Post Graduate Diploma in Integrated Geriatric Care

Goals: To prepare learners for interdisciplinary practice with older adults and their families while providing professional leadership in the field of Gerontology.

To generate a cadre of skilled and compassionate supervisory geriatric care personnel who will provide services in hospitals, old age homes, organizations of elderly and within any other institution which intends to move into the provision of geriatric care services

To generate personnel who will advocate for effective Policies, Programmes and Intervention to enhance 'Quality of Life' of Older Adults.

Professional Objectives

Graduates of the course will be equipped with requisite knowledge, skills, and behaviours:

To offer effective patient-centred care and service to a diverse population. In all aspects of specialist practice, the graduate must be able to address ethical issues and issues of gender, sexual orientation, age, culture, beliefs, and ethnicity in a professional manner.

To enrich elderly to live the highest possible level of independent living and a dignified life

The Educational Objectives

- ∞ To offer a comprehensive interdisciplinary human perspective in provision of geriatric care.
- ∞ To inculcate a holistic understanding of the medical, biological, socio-economic and legal issues involved in the care and rehabilitation of Older Adult.
- ∞ To equip students with direct skills (medical and social) required for the care of Older Adults in the family as well as the institutional settings
- ∞ To impart the necessary attitudes and skills for making effective interventions in the field of Gerontology.

General Information:

Who can do this course?

Preference would be given to those who are working in NGO's and Government bodies working with elderly.

All NGO personnel involved with geriatric / gerontological services in fields such as health, mental health and education; administrators of human service organizations and corporate sector personnel.

The Course will cater to all who intend to branch out or initiate services for the elderly.

The Post Graduate Diploma in Integrated Geriatric Care has an interdisciplinary focus and so it will invite those from medical, legal and financial backgrounds who wish to address issues of elderly and to audit specific subjects in particular.

Work and Employment

Gerontology is a growing and upcoming field—Careers in Ageing are going to be among the next big things in the 21st Century workforce, thus, after graduating the Course participants will be able to work directly with older persons.

Their direct activities may include:

- ☞ Developing programmes such as health promotion, senior theater groups, or intergenerational activities for older persons in senior centers, community agencies, or retirement communities.
- ☞ Providing direct care to frail, ill, or impaired older persons in hospitals, clinics, nursing homes, or through adult day care or home care programmes.
- ☞ Counselling older persons and their families about issues of caregiving, employment, death and dying, or mental health.
- ☞ Advising older clients about estate planning and investments, financing long-term care, or housing options.

Their indirect activities may include:

- Work on their behalf, educate others, or investigate issues in the field of ageing. For example;

- Conducting research on the ageing processes and diseases associated with ageing such as Alzheimer's disease or Osteoporosis.
- Analysing issues related to older persons such as retirement opportunities, income maintenance, the health care system, and housing alternatives.
- Planning, administering, and evaluating community-based services and service delivery systems for older persons.
- Teaching courses on ageing to college and university students, health care professionals, and older adults.
- Advocating with or on behalf of older persons before legislative bodies or in institutional settings.
- Designing products to meet the special interests and needs of older persons.
- Advising business, industry, and labour regarding older workers and consumers.

Some professionals devote themselves full time to the field of ageing. Others divide their time between ageing and other areas of interest within their disciplinary, professional, or clinical areas.

Application of the Programme inputs will be possible in all human service organisations: social agencies, medical and educational institutions as well as the whole gamut of initiatives for older adults ranging from Institutional Care to Day Care Centres, Community-based interventions and Senior Citizens' Associations.

Eligibility Criterion:

- **Age Limit:** He/she should have completed the age of 21 years as on June 1, 2021 and should not be more than 45 years as on June 1, 2021, those above the age of 45 years are invited to audit courses of their choice on a nominal payment per course. A maximum of three courses can be audited. An audit certificate will be issued.
- **Qualifications and Qualifying Examination:** Should have a Bachelor's Degree (or equivalent) from a recognized University or Institute.

Desirable: Preference will be given to the candidates

- Having a degree in Sociology, Social Work/Social Welfare, Anthropology, Psychology, Nursing, Home Science and related fields
- Having certificates/ experience(s)/training of working in Age Care Organisations.

Reservation of Seats:

Total numbers of seats are 20 of which 15% seats are reserved for Scheduled Caste candidates, 7.5% for Scheduled Tribe candidates, 27% for OBC/Minority candidates and 3% for the following categories of physically challenged candidates who will be able to take up the job of Care - givers:

1. Person with hearing impairment or low vision fitted with appropriate aids/assistive devices to enable them to function with normal hearing, vision, speech etc.
2. Persons with minor disability in one of the lower or upper limb that does not restrict their job of care giving if fitted with appropriate appliances or even without it.

Persons fulfilling the appropriate category of disability would be decided by a committee formed for the purpose.

3. **If suitable candidates are not found under the categories mentioned above, the seats may be treated as unreserved and would be filled - up on merit.**

Fees for the course: The entire course fee is Rs.15,000/-

Academic System:

Course Code: A particular course code has been designated as given below: -

| Course | Code |
|--|---------------|
| One Year Post Graduate Diploma in Integrated Geriatric Care | PGDIGC |

Course Outline:

Course outline provides an overview of the syllabus thus helping students to meet expectations by allowing them to plan their career and calculate time to spend on each assignment.

| Sr. No | Title | Hours/days | Credits |
|-------------------------------------|---|--|-----------|
| Paper I | Multidisciplinary Perspectives on Social Gerontology | | |
| Part-I | Situational Analysis of Senior Citizens | 30 Hours | 2 |
| Part-II | Approaches to the Ageing and the Human Rights Framework | 30 Hours | 2 |
| Paper II | Health and Ageing | | |
| Part-I | Physical and Physiological Health | 30 Hours | 2 |
| Part-II | Social and Psychological Health | 30 Hours | 2 |
| Paper III | Planning for Services In Geriatric Care | 30 Hours | 2 |
| Paper IV | Management of Care-Giving In Public Institutions and Home Care | 30 Hours | 2 |
| Paper V | Introduction to Gerontological Research Methodology | | |
| Part-I | Research Methods and Research Designing | 30 Hours | 2 |
| Part-II | Data Analysis, Report Writing and Dissemination | 30 Hours | 2 |
| Paper VI | Policies and Programmes for Care of Elderly | 30 Hours | 2 |
| Paper VII | Senior Citizens and Role of Gerontological Social Work Practitioner | 30 Hours | 2 |
| Total (Classroom) | | 300 hours (Approximately 50 days, 6 hours/day) | 20 |
| Field Work | Field work/ Block placement | 630 Hours (Approximately 90 days, 7 hours/ day) | 21 |
| Total (Class and Field work) | | 930 hours | 41 |

The Institute deems that 40 to 50 credits is required for a PG diploma programme, which may be across 2 or 3 semesters

1 credit hour in class = 15 hours

1 credit hour in field = 30 hours

4. COURSE SYLLABUS DESCRIPTION

Introduction:

This introductory course provides an overview of the multidisciplinary field of gerontology, and population ageing and will explain the fundamental concepts from different disciplines such as sociology, psychology, anthropology, social work, education and economics which relate to understanding the issues of the Older Adult. It is divided into two parts and will emphasize cognitive and attitudinal aspects understanding the social realities of senior citizens in India. Part I consists of the situational analysis of the elderly and Part II deals with approaches to ageing in the Western & Indian ethos. It also situates ageing in the human rights framework.

Learner Objectives:

The student will be able to:

- ☞ Acquire a conceptual understanding of the interdisciplinary nature of Gerontology as a study of Senior Citizens.
- ☞ Carry out a situational analysis of the social, economic, psychological and legal issues of Senior Citizens in India and abroad.
- ☞ Develop ability to analyse and interpret the significance of approaches (social theories) which impact the ageing process
- ☞ Understand the Human Rights Framework with reference to rights of Senior Citizens.

Paper I – Part I: SITUATIONAL ANALYSIS OF SENIOR CITIZENS (Duration: 30 hours / Weightage: 2 credits)

Content:

Unit : 1. Introduction to Social Gerontology. (10 hours)

- ☞ Relevance of the study of gerontology. Definition and multidisciplinary nature. Development of the Field of Gerontology: A historical perspective; aspects in the study of gerontology, i.e., biological, social, psychological, clinical, economic security and legal advocacy. Understanding concepts of Ageing, Ageism,
- ☞ Differentiating Between Gerontology and Geriatric Care. Differentiating between Individual Ageing and Population Ageing.

- ☞ Changing Family and Kinship Structure; Transition in Roles and Relationships; Generation Gap; Issues of Acceptance, Rejection and Belongingness Intersectional Understanding : Vulnerability in the Older Adult: Marginalization due to age, ageism, class, caste, gender, migration, occupation and disability

Unit 2. Population Ageing (20 hours)

- ☞ Demographic Aspects: Population Ageing, global trends and cross- country variations. Including rural elderly & feminsation of ageing.
- ☞ Characteristics of India's Ageing Population
- ☞ Concept and Components of 'Activities of Daily Living' (ADL) and 'Quality of Life' (QoL); 'Quality of Life Index' (QoLI): Health-related Quality of Life (HRQoL), Quality Adjusted Life Years (QUALY) and Disability Adjusted Life Years (DALY)-:
- ☞ Demographic Ageing and its causes (Life expectancy, life span, gender, migration) and measurements (Age dependency ratio, ageing index, head count ratio, age pyramids)
- ☞ Social and Economic Implications of Population Ageing

Paper I – Part II : APPROACHES TO AGEING AND THE HUMAN RIGHTS FRAMEWORK (Duration: 30 hours / Weightage: 2 credits)

Unit 3. Indian & Western Approaches to Ageing. (15 hours)

- ☞ Classic theories: Disengagement theory, Activity theory and the Continuity theory
- ☞ Current Perspective: Modernisation, Political Economy of Ageing and Feminist Perspective.
- ☞ Indian understanding of Ageing: Four Ashramas and the Concept of renunciation, the Five "ra-s" : Aahara, Achara, Vichaara, Vyavhaara and Vihaara as the basis for well being in the Indian understanding.
- ☞ Active ageing: Current understanding on ageing. Relevance of these theories to working with Senior Citizens, concept of Active / Positive Ageing.

Unit 4. Eco-Psycho – Social Issues within the Human Rights Framework (15 hours)

- ☞ Health as a Human Right: Physical, Psychological, Social and Spiritual.
- ☞ Economic Rights : Livelihood, Housing, Issues of elderly in agriculture and the unorganised work force, pensions and social security, Family property & inheritance
- ☞ Elder Abuse and Crime Against Senior Citizens
- ☞ Leisure and Recreational issues

- ☞ Rights of Older Persons to meaningful employment, basic needs of housing, nutrition and care.

Paper II : HEALTH AND AGEING

Introduction:

This Course is to familiarize the student with the physical aspects of ageing and its consequences on the ageing individual and his/her family. Changes in body function and physical health play an important role in determining the available energy and adaptive skills of Senior Citizens. It is necessary to understand the nature of these changes as these are extensive at this stage of life. The paper is divided into two parts. Part I focuses upon Physical and Psychological concerns and Part II deals with Social and Psychological Health, including basics of counselling.

Learner Objectives

The student will

- ☞ Develop conceptual clarity about the nature of physical changes an individual undergoes with advancing age.
- ☞ Gain knowledge about the implications of physical & physiological aspects of Ageing on an individual and for their family.
- ☞ Comprehend emotional & social issues of the elderly in a framework of wellbeing.
- ☞ Learn the scope and aspects of geriatric and rehabilitation and possible interventions.
- ☞ Be introduced to basic fundamental skills for counseling with reference to senior citizens.

Paper II – Part I : PHYSICAL & PHYSIOLOGICAL HEALTH (Duration: 30 hours / Weightage: 2 credits)

Content:

Unit 1. Physiological Aspects of the Elderly (10 hours)

Ageing and Physiological Changes:

Differentiating between the adult body and the ageing body: Normal Changes with age occurring in body: Nervous system, Cardiovascular systems, Pulmonary system, Digestive, Genito-Urinary system, Musculoskeletal system, ENT, Vision, Integumentary system, Immune system and Endocrine system.

Unit 2. Clinical Geriatrics and Health Care Services (20 hours)

- ☞ Morbidity profile among elderly in India
- ☞ The Geriatric Giants: Incontinence, Instability (falls), Intellectual decline (Dementias and Parkinson's), Insomnia and Immobility
- ☞ Commonly found CD's and NCD's:
 - a) CD: Tuberculosis, Pneumonia, Skin manifestations, HIV, Hepatitis, Measles
 - b) NCD: Diabetes, Hypertension, Heart Attack, Cancer, Arthritis, Fracture, Osteoporosis, Asthma, COPD, Kidney diseases, Liver diseases, Stroke, Obesity, Cataract, Macular Degeneration, Glaucoma, Hearing loss, Anemia, UTI, Erectile dysfunction, Benign Hypertrophy of Prostate (BPH), Dental problems, Menopause, Diarrhoea.
 - c) Disorders of the central nervous system: Parkinson's disease, Stroke, Epilepsy.
- ☞ Adult Immunization: Pneumonia, Influenza, Diphtheria, Tetanus, Acellular Pertussis and Herpes Zoster
- ☞ Health Care Utilization Among Senior Citizens in India

Paper II – Part II : SOCIAL AND PSYCHOLOGICAL HEALTH (Duration: 30 hours / Weightage: 2 credits)

Unit 3. Mental Health of Elderly (10 hours)

- ☞ Physical and Psychological interface, Effects of sensory deficits on mental health
- ☞ Cognitive impairment: Delirium, Delusion, Dementia, Pseudodementia, Alzheimer's disease.
- ☞ Loneliness, Depression, Anxiety, Panic disorders, Fear of death, Substance abuse, Sleep disorder, Suicidal tendencies, Paranoia, Grief & Bereavement.
- ☞ Stressors: Physical (Loss of mobility and Increased dependence), Social (Loss of roles, Retirement, etc.), Financial (Decreased income, Savings, financial dependence), Life events (loss of Spouse, Divorce/Separations lot of Children, Relatives, Friends)
- ☞ Psychological, sexual and emotional Consequences of Elder Abuse.

Unit 4. Geriatric Rehabilitation (10 hours)

- ☞ Fundamental elements of geriatric rehabilitation

- ∞ Understanding disability among the senior citizens (causes, types and impairments faced by the senior citizen)
- ∞ Structure (Equipment, providers, settings), Process (Exercises, types of exercises, assistive technology) and Outcome of Care
- ∞ Rehabilitation for specific conditions: (Osteoarthritis and Musculoskeletal problems, Stroke, Cardiac Disease, Falls and Frailty)
- ∞ Therapeutic and Preventive Interventions:
 - a) Physical Issues: Physiotherapy, Yoga, Respite Care, Hormone Replacement, Medicines and Exercise, Nutritional Care, Education on adoption of healthy lifestyle behaviours, social and community activities, maintaining social relationships, meditation and spiritual activities.
 - b) Mental Issues: Conflict Resolution, Coping with loss, Stress Management, Building SelfConcept, Development of Skills in Relationship building, Assertiveness and Negotiation,early identification and appropriate referral of mental ill-health, Counselling and support, Rehabilitation centers
 - c) Challenges encountered during interventions

Unit 5. Counselling (10 hours)

- ∞ Introduction to Fundamentals of Counselling
- ∞ Introduction to Types of Counselling and Counselling skills with special reference to developmental counselling.
- ∞ Role of a Counsellor in Geriatric age group
- ∞ Interventions in Geriatric Counselling with focus on promotion of active ageing.
- ∞ Ethics in Counselling

30 hours of supervised counselling practice based on above inputs is specifically mandated in Field Work.

Paper III: PLANNING FOR SERVICES IN GERIATRIC CARE (Duration: 30 hours / Weightage: 2 credits)

Introduction:

This course covers the range of possible services for seniors with specific focus on geriatric interventions and assessment required to plan for the same. It presents the basic elements and procedures for conducting a comprehensive geriatric assessment and preparing a care plan report. Care is needed in the area of: health and nutrition, work and finance, security, property and housing, adjustment and acceptance within family, protection from neglect, violence and destitution. Care at Home requires special evaluation and modification as per need.

Learner Objectives

The students will be able to:

- ☞ Identify the key features and relevance of the different intervention models: Therapeutic (Remedial), Preventive, developmental.
- ☞ Recognize and respond appropriately to the needs of Senior Citizens living within and away from the family environment.
- ☞ Develop skills for using and interpreting basic tests to assess levels of functionality in Senior Citizens.

Content:

Unit 1. Aspects of Care giving and Care taking (15 hours)

- ☞ Common health issues requiring Geriatric Care: Falls, Bed Sores, Giddiness, Incontinence, Osteoporosis, Auditory and Visual impairments, Asthma, Malnutrition, Depression, Delirium & Dementia, Stroke, Fractures, Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL)
- ☞ Practical Training for the care-giver: giving insulin injections, dressing wounds, feeding, changing clothes, use of core appliances, hearing aids, spectacles, dentures, footwear, foot care, trimming of nails, changing diapers, using urine pots/urinary catheters, Rylee's tubes & bedpans, walking sticks/ walkers etc
- ☞ Care of elderly with special needs: Visual and auditory impairment, ill patients & patients in coma, with HIV/AIDS, amputations/joint replacements, very old with poor ADL score, senior women, and those living alone, suffering from dementia, Alzheimer's...
- ☞ Challenges in care-giving and care-taking: Clinical and Social.

Unit 2. Care Assessment (15 hours)

- ∞ Conducting in-depth Focused Geriatric Physical Examination: Vision, hearing, fecal and urinary continence, Gait and balance evaluation, Disease evaluation, Co-morbidity, cognition, sexual function and mental health, Social Support, Poly-pharmacy, Nutrition.
- ∞ Assistive technology for Active Aging: Aids to daily living, Modified furniture, Mobility aids, Sensory aids, Home safety, dress and foot wear.
- ∞ Types of Care for senior citizens: Terminal care, Palliative Care and Pain Management, AcuteCare, Respite Care, Hospice Care, Primary and secondary caregivers, stress among caregivers.
- ∞ “Aging in place”: Current understanding for keeping older people in familiar environment.
- ∞ Scales to measure activities: Mini-Mental Scale, Katz Index of Independence in Activities of Daily Living, BEST Scale.
- ∞ Functional levels in daily living.
 - a) Basic activities of daily living (**BADLs**): Bathing, Dressing, Toileting, Maintaining continence, Grooming, Feeding, Transferring
 - b) Instrumental or intermediate activities of daily living (**IADLs**): Shopping for groceries, Driving or using public transportation, Using the telephone, Performing housework, Doing home repair, Preparing meals, Doing laundry, Taking medications, Handling finances.
 - c) Advanced activities of daily living (**AADLs**): Ability to use a cell-phone or smartphone, Ability to use the Internet, Net banking.

Paper IV: MANAGEMENT OF CARE-GIVING IN PUBLIC INSTITUTIONS AND HOME CARE (Duration: 30 hours / Weightage: 2 credits)

Introduction:

Moving on from planning services, this course discusses the essentials of managing the care-giving setting whether it is on institution or a home. It also brings out the requisite knowledge and skill to supervise geriatric care workers and their interventions in either of the settings. It emphasizes the role and the skills of the geriatric care giver working in multidisciplinary teams to enhance physical, psychological /emotional and social health and thus the overall quality of life of the ageing population.

Learner Objectives

The students will be able to:

- ☞ Comprehend the basic knowledge and skills required for managing services in general and geriatric care in particular within an organizational frame.
- ☞ Develop understanding of special features in managing home care.
- ☞ Acquire skills to supervise and prepare care givers to provide quality care.

Unit 1. Care Management: Human Resources and Geriatric Care (15 hours)

- ☞ Functions of the multidisciplinary team in an interdisciplinary manner in a wide array of settings, from inpatient and institutional to outpatient, residential and community settings: Geriatrician, Gerontologist, Physiotherapists, Social workers, Nurses, and Counsellors.
- ☞ Geriatric care in public health system
 - a) National level: Role of Central and State Government in Strengthening of Regional Medical Institutes to provide dedicated tertiary level medical facilities for the Elderly, introducing PG courses in Geriatric Medicine, and in-service training of health personnel at all levels. Role of Consultant and Civil Servants.
 - b) District level: District geriatric units with out-patient department (OPD) and in-patient geriatric ward for management of specific diseases of the elderly.
 - c) Community level: Community based primary health care approach including domiciliary visits by trained health care workers. Dedicated services at PHC/CHC level including provision of machinery, equipment, training, additional human resources, IEC, etc.
- ☞ Training and orientation of NGO personnel providing services to older persons.
- ☞ Supervisory skills to train and monitor geriatric care staff in Institutions of the elderly.
- ☞ Mainstreaming AYUSH – revitalizing local health traditions, and convergence with programmes of Ministry of Social Justice and Empowerment in the field of geriatrics.

Unit 2. Developing Institutional Care for Elderly (15 hours)

- ☞ Constitutional and legal provisions for the protection of seniors. Issues with regard to mushrooming of old age homes across the country. Provision of Institutional services- Senior Citizens homes, day care centers, help line services. Role of religious institutions in caring for the aged.
- ☞ Types of Institutions: commercial, Not-for-profit old age homes, homes run by the government.
- ☞ Standardization of old-age homes in India (State Government Rules, Maintenance and Welfare of Parents and Senior Citizens Act, 2007, Establishment of Old Age Homes for indigent Senior Citizens)

- ☞ Legal Framework & governance of Institutions for seniors. Regulatory mechanisms such aslicensing, inspections and monitoring, and enforcement of laws.

Paper V : INTRODUCTION TO GERONTOLOGICAL RESEARCH METHODOLOGY

Introduction:

Gerontological Research identifies factors that promotes, reflects and influences broader social perception concerning ageing and older people. The range of knowledge encompassed by Gerontology is enhanced by the complementary expertise of researchers, caregivers, policy makers and older people themselves. The purpose of this paper is to provide knowledge about methodological and ethical issues that are unique and critical to the study of senior citizens and basic skills to collect and analyse data. The last unit focuses on report writing & dissemination of the research findings. It is divided into two parts Part I covers research methods and research design and Part II deals with data analysis, report writing and dissemination

Learner Objectives

- ☞ To learn about appropriate research methodologies and their applications.
- ☞ To understand and apply the steps in designing and implementation of research.
- ☞ To learn report writing and dissemination skills.

Paper V – Part I : RESEARCH METHODS AND RESEARCH DESIGNING (Duration: 30 hours / Weightage: 2 credits)

Content:

Unit 1. Introduction to Gerontological Research (15 hours)

- ☞ Definition and Scope of Gerontological Research.
- ☞ Mixed methods as an approach for research in Geriatrics and Gerontology
- ☞ Significant research on Senior Citizens in India: Studies by P V Ramamurthy, D. Jamuna, Indira Jai Prakash and S. Siva Raju.
- ☞ Challenges in Gerontological Research and Ethical considerations.

Unit 2. Research Design and Process (15 hours)

Approaches to doing scientific research: Qualitative, Quantitative and Mixed Method.

- ∞ Purposes of Research: Exploratory, Descriptive & Explanatory
- ∞ Research design: Cross sectional studies and Longitudinal studies: Trend studies, Cohort studies, Panel studies
- ∞ Uses and Methods for Data Quality Control
- ∞ Measurement scales: Nominal, Ordinal, Interval and Ratio.
- ∞ Kinds of sampling: Probability and Non-Probability
 - a) Probability: Simple random samples, stratified random sampling, Cluster sampling.
 - b) Non Probability Sampling: Accidental/Convenience sampling, Quota sampling, Purposive sampling, Snowball sampling.
- ∞ Data Collection Procedures, Instruments
- ∞ Techniques of data collection: Using available information, Observing, Interviewing, administering written questionnaires, Focus group discussions, Mapping and Scaling.

Paper V – Part II : DATA ANALYSIS, REPORT WRITING AND DISSEMINATION (Duration: 30 hours / Weightage: 2 credits)

Unit 3. Basic Statistical Techniques in Data Analysis (15 hours)

- ∞ Types of data: Numerical and Categorical data (nominal, ordinal and interval)
- ∞ Graphical Presentations: Frequency Distribution, Relative Frequency Distribution, Percent Frequency Distribution, Bar Graph, Pie Chart, Histogram and Cumulative Distributions
- ∞ Mean, Median, Mode.
- ∞ Measure of spread: Range, Inter-quartile range and Variance (Standard deviation and Standard error)

Unit 4. Preparation of Research Report and Dissemination (15 hours)

- ∞ Component of Research Report
 - a) Introductory pages: Title page, Abstract, key word list, Table of contents, List of figures and tables, Acknowledgement
 - b) Introduction to the Research: Statement of the problem, Hypotheses
 - c) Background, Literature Review and Rationale for Study.
 - d) Methodology: Objectives, Research Questions, Universe of study and study respondents,
- e) Sample size, Unit of Analysis, Data collection tool, Data collection, Sampling Method, Conceptual frame work, Ethical considerations, Limitations of study, Operational Definitions.

- f) Results
- g) Discussion, Conclusions and Recommendations
- h) Appendices and References.

- ∞ Dissemination of Report: Rational and Significance.
- ∞ Steps in developing a dissemination strategy
- ∞ Review past dissemination efforts, Devise dissemination objectives, Determine audiences, Develop messages, Decide on dissemination approaches, Determine dissemination channels, Strategies for dissemination plan, Media coverage, Press release, Research summary document, Flyers, posters, brochures and research briefs, Policy briefs, Study newsletters, Community agency publications and websites and list-serves, Local events, seminars, conferences, community meetings, Review available resources, Consider timing and windows of opportunity, Evaluate efforts

Paper VI: POLICIES AND PROGRAMMES FOR CARE OF ELDERLY (Duration: 30 hours / Weightage: 2 credits)

Introduction

This Course will expose the student to an understanding of national and international policies with the elderly. Policies are ideological sources intended as a base from which to develop programmes and to set up organizational infrastructure to deliver services. Hence, the Course proceeds from giving a macro- level understanding including the political economy of ageing to teaching the principles of management of services in the public, private as well as the NGO sector.

Learner Objectives

The student will:

- ∞ Review and analyse National and International policies designed for Senior Citizens.
- ∞ Appraise the major national, state and local level programmes set up for Senior Citizens.
- ∞ Interpret the ideological underpinnings with regard to types of services, in the context of the 'rights-based' approach.
- ∞ Critically analysis the programmatic gaps encountered while implementing schemes & programs.

Course Contents

Unit 1. Policy responses for rights of the elderly (15 hours)

- ∞ International: UN Principles for Older Persons (1991), Vienna International Plan of Action on Ageing, 1983, Proclamation on Ageing and the Global Targets for Ageing (2001), Madrid International Plan of Action on Ageing, (2002) and the Universal Declaration of Human Rights (UDHR, 1948).
- ∞ National: Constitutional provisions and policies for Senior Citizens in India: NPOP: National Policy on Older Persons (1999), IPOP: Integrated Programme for older person (1992, 2008), The Maintenance and Welfare of Parents and Senior Citizens Act, (2007), Persons with Disabilities (equal opportunities, protection of rights and full participation) Act, (1995), Role of National Council of Senior Citizens, Constituted in, (2012). Programmes for the Senior Citizens over the Five-Year Plans and with NITI Aayog.

Unit 2. National Programmes for the Elderly (15 hours)

- ∞ Welfare Schemes; Shelter and Housing: Indira Avas Yojana and others; Health-Insurance, Disability, Nutrition: Annapurna, PDS, National Widow Program; Public Transport Infrastructure.
- ∞ subsidies and facilities; Care: NPHCE, NHP, RSBY, Adult Vaccination Programme; Financial Provisions: National Pension Programme, Tax Rebate, Savings on FD, Reverse Mortgage; Issues of Safety & Security – Legal aid, Policing provisions and help lines.
- ∞ Issues arising in delivering Programs through the Human Rights lens and the Welfare lens.
- ∞ Denial of Rights, the Rights perspective and policy advocacy for improved access to national programmes.

Paper VII : GERONTOLOGY SENIOR CITIZENS AND ROLE OF GERONTOLOGICAL SOCIAL WORK PRACTITIONERS (Duration: 30 hours / Weightage: 2 credits)

Introduction

Adjusting to old age is somewhat difficult for most people senior citizens have to find ways to cope with all sorts of changes in their life including health, financial and social issues. Geriatric Social workers help elderly individuals to adjust and cope with problems they may experience. In India social work with older persons is also required at the group and community level too.

Apart from working with individual elderly this course also focuses upon skills for working with groups of senior citizens as well as collective actions for advocacy.

Learner Objectives

The student will:

- ☞ Learn to assist individual elders with medical problems, mental health issues, social.
- ☞ Acquire the skills to assess needs of senior citizens and help them to utilise available resources & services.
- ☞ Appreciate the significance of Collective Action such as Group and Community intervention and Advocacy and Networking in the context of Senior Citizens.
- ☞ Acquire the requisite skills for effective Collective Action, Advocacy and Networking.

Course Contents

Unit 1. Work with Individuals (10 hours)

- ☞ Understanding & Assessing social, mental health, medical and financial needs of senior citizens.
- ☞ Skills for caregiving out social assessment interviews.
- ☞ Interviewing and rapport building with the senior citizen and her/his family members & caregivers.
- ☞ Skills for home visits
- ☞ .Preparing a social care plan.
- ☞ Watching out for signs of elder abuse & neglect: In institutions and at home. Social & legal Implication.
- ☞ Carrying out periodic evaluations to see if needs have changes.

Unit 2. Work with Groups (10 hours)

- ☞ Definition, Principles and Process of Work with individual Senior Citizens
- ☞ Definition of Group Work
- ☞ Types of Groups working with Senior Citizens, elderly self-help groups: Origin, Evolution and Functioning.
- ☞ Stages in Group formation and Dynamics in working with Groups.
- ☞ Good Practices in Elder Care and Support: Societal responses in ageing with community involvement and support.
- ☞ Understanding feminisation of ageing and work with older women.

Unit 3: Advocacy and Social Action for working with Senior Citizens (10 hours)

- ☞ Nature and Scope of Collective Action; Types of Collective Action (Groups, intra and inter Community mobilization); group dynamics and processes as indicators of group development.
- ☞ Concepts of Advocacy and Networking.
- ☞ Skills for advocating the integration of Senior Citizens in society and creating spaces for active aging to occur.
- ☞ Developing and sustaining Self Help Groups with a special emphasis on Older Women, Rural, Scheduled Caste and Tribal elderly.
- ☞ Networking with Organizations of Citizens' Groups and those working with Citizens' Associations.

5. FIELD WORK PRACTICUM

Introduction

Field Instruction provides an opportunity for students to integrate theory with practice. It is here that the experiential nature of the learning process comes to life as students have the opportunity to test out in 'reality', the relevance and applicability of knowledge, values and skills obtained in the classroom. Thus the Field Practicum enables students to undergo the complete Experiential Learning Cycle by moving from the 'concrete act of doing' to 'making observations' for 'reflection' and 'developing insights' to decide on 'action plans' that once again can be verified in the real world for effective practice. Further, it offers avenues for reviewing the quality of interventions in the practice arena along with the opportunity for examining one's own knowledge, values and competency in a practical setting.

Weightage: 21 Credits

Learner Objectives

The student will be able to:

- ∞ Obtain exposure to the heterogeneous nature of Senior Citizens as a collective, specifically in relation to those with Special Needs.
- ∞ Apply knowledge and skills gained in the classroom based on the 'Human Rights' value framework with an emphasis on making Interventions with Families, Collective Action, Advocacy, Networking, Participatory Training and Use of Creative Arts as facilitative tools. Appreciate the importance of the interdisciplinary team while observing the critical role played by each team member for effective intervention
- ∞ Examine the organizational aspects of the placement setting in relation to its genesis and structure; viability and relevance as well as readiness for addressing future challenges in service delivery. Field Practicum consists of organizational visits and supervised concurrent field work. Organizational visits will take place concurrently with classroom teaching so that the learner in the classroom will not find themselves far away from the reality in the field. The organizational visits will be supervised and learners will have a structured format for observation and recording. Each organizational visit will be followed by the discussion on the same, facilitated by faculty who accompany them. The concurrent field work process will consist of placements of students in a variety of settings as mentioned above. A continuous performance assessment of student fieldwork will take place through student recordings supervisory reports from the field supervisors. There will be a mid-field work

review and feedback as well as a final evaluation of student performance guided by prescribed assessment tools.

- ☞ The student will have opportunities to:
- ☞ Compulsorily be assigned 30 hours of supervised counselling practice with the elderly.
- ☞ Initiate interventions and strengthen on-going ones along with support and guidance from Agency staff and the student supervisor.
- ☞ Plan and implement events around important occasions pertaining to Senior Citizens like World Elder Day, Participation of Elders in the annual Marathon, etc.
- ☞ Be engaged in direct service delivery with Senior Citizens, their family members and support networks.
- ☞ Liaising with governmental and non-governmental agencies to advocate and network for the necessary support to Senior Citizens.
- ☞ Facilitate capacity building in self and others through workshops and seminars as well as by experimentation with the creative arts for personal and professional development.

6. METHOD OF EVALUATION

The Block Field Work will be recorded and documented in the form of recording and/or journal writing. These hours of fieldwork will be evaluated for the final grade.

Possible Outputs apart from Journal writing could be:

- 1) Case -Studies on existing models for old Age Care.
- 2) Brief evaluations of health & wellbeing with regard to lifestyle & Non Communicable Diseases.
- 3) Carrying out the tests: Mini-Mental Scale and Katz Index of Independence.
- 4) Assessments for BADLs & IADLs and suggesting interventions for the same.

Assessment for the Courses and Field Work

- 1) Each course of two credits can have only two modes of assessment.
- 2) Hence each course will have written assignment or class presentation for 50 percent weightage and an exam of 2 hours for 50 percent weightage.

| Sr. No | Title | Credits | Weightage | |
|------------------|---|---------|---------------------|-------------|
| | | | 50 Marks | 50 Marks |
| Paper I | Multidisciplinary Perspectives On Social Gerontology | | | |
| Part I | Situational Analysis Of Senior Citizens | 2 | Class Presentations | Examination |
| Part II | Approaches To Ageing And The Human Rights Framework | 2 | Written Assignment | Examination |
| Paper II | Health And Ageing | | | |
| Part I | Physical & Physiological Health | 2 | Written Assignment | Examination |
| Part II | Social And Psychological Health | 2 | Class Presentations | Examination |
| Paper III | Planning For Services In Geriatric Care | 2 | Written Assignment | Examination |
| Paper IV | Management Of Care-Giving In Public Institutions And Home Care | 2 | Class Presentations | Examination |

| | | | | |
|---|--|---|---------------------|-------------|
| Paper V | Introduction To Gerontological Research Methodology | | | |
| Part I | Research Methods And Research Designing | 2 | Class Presentations | Examination |
| Part II | Data Analysis, Report Writing And Dissemination | 2 | Class Presentations | Examination |
| Paper VI | Policies And Programmes For Care Of Elderly | 2 | Written Assignment | Examination |
| Paper VII | Senior Citizens And Role Of Gerontological Social Work Practioners. | 2 | Class Presentations | Examination |
|  Class presentations may be done through use of prepared Case-Studies, Group Presentations, Role Play etc. | | | | |
| Field Work (Block Placement) : Field work/Block Placement will be assessed for a total of 250 marks through at-least three outputs: | | | | |
| 1. Case recordings of two counselling process : Weightage : 75 Marks | | | | |
| 2. Case Study of an elderly in an institution or home care through a test or Evaluation of Functionality: Weightage : 75 Marks | | | | |
| 3. Journal Recording: Weightage: 100 Marks | | | | |

Grading Scheme

A grade point of 4.0 is the minimum requirement for passing in Individual courses, including in fieldwork/ internship/research project. A minimum grade point average (GPA) of 4.0 is required for passing in a Semester. Letter Grades and corresponding qualifying descriptions and grade point range are given below.

| Letter Grade | Level of Performance/Competence | Grade Point Range |
|--------------|--|-------------------|
| O | Outstanding Performance-demonstrating high level mastery and ability to apply concepts to new situations | 9.0 - 10.0 |
| A+ | Excellent-demonstrating mastery of all learning or assessment situations | 8.0 - 8.9 |
| A- | Very Good-demonstrating mastery of most learning or assessment situations | 7.0 - 7.9 |

| Letter Grade | Level of Performance/Competence | Grade Point Range |
|---------------------|---|--------------------------|
| B+ | Good-demonstrating thorough competence in most situations | 6.0 - 6.9 |
| B- | Moderate-showing reasonably acceptable competence in some situations, minimal competence in others | 5.0 - 5.9 |
| C+ | Average Competence-demonstrating minimal competence in most situations, while showing considerable capacity for improvement in others | 4.0 - 4.9 |
| C- | Below Average Competence-Not passing, but still showing some capacity for improvement or development | 3.0 - 3.9 |
| D | Unsatisfactory Competence-Below satisfaction level performance marked by lack of engagement or inability to apply concepts | 2.0 - 2.9 |
| E | Highly Unsatisfactory competence-Complete lack of engagement and comprehension; also frequent absence | 1.0 - 1.9 |
| F | Unacceptable-Non-completion of assignments or blank responses in a test or blank answer sheets | 0 - 0.9 |

Remarks in the Semester Grade Sheet

S1 - Supplementary – 1

S2 - Supplementary – 2

Re - Repeat Course / Fieldwork / Internship / Research Project

I - Improvement Examination

R - Re-evaluation

M - Mandatory

Op - Optional

Au - Audit

EC - Extra Credit

Semester Result Description

PP - Passed and Promoted (Passed in all courses, fieldwork/internship and research project)

FS - Failed and allowed to keep Semester (that is, failed in up to two courses or 4 credits)

FR - Failed and Repeat Semester (that is, failed in 3 or more courses or more than 4 credits)

7. STUDENTS DISCIPLINE

Discipline includes the observance of good conduct and orderly behaviour by the students. The following and such other rules as framed by the Institute from time to time, shall be strictly observed by the students.

- 1) Every student shall maintain discipline and consider it her/his duty to behave decently at all places. Male students shall, in particular, show due courtesy and regard to female students.
- 2) No students shall visit places or areas declared as "Out of Bound for the Students".
- 3) Any student found guilty of impersonation or of giving a false name or found guilty of forgery shall be liable to disciplinary action.
- 4) The loss of the Identity Card, whenever it occurs, shall immediately be reported in writing to the NISD.

Breach of discipline; *interalia*; shall include:

- 1) Irregularity in attendance, persistent idleness or negligence or indifference towards the work assigned.
- 2) Refusal/denial to undertake any assignment.
- 3) Refusal/denial to go to the Organisation/Institution where placed for Block Placement.
- 4) No students would be allowed to pursue any other course or undertake any assignment/job elsewhere during the course.
- 5) Causing disturbance to a Class/Office/Library etc.
- 6) Disobeying the instructions of the teachers or authorities.
- 7) Misconduct/misbehaviour of any nature at meeting or during curricular/extracurricular activities of the Institute.
- 8) Misconduct/misbehaviour of any type towards teachers/ employees of the Institute/any visitor to the Institute.
- 9) Causing damage, spoiling or disfiguring the property/ equipment of the Institute.
- 10) Refusing to produce or surrender Identity Card or refuse to return Library Books within the stipulated period as and when required by the Institute.
- 11) Any other conduct considered to be unbecoming of a student.

Students found guilty of breach of discipline shall be liable to punishment as indicated below:

- 1) Fine

- 2) Ban on entry to the Campus
- 3) Expulsion
- 4) Rustication

All powers relating to discipline and disciplinary action pertaining to students shall vest in Director, NISD. However, Director may delegate all or any of his powers as he deems proper to the Disciplinary Committee as the case may be or any other functionary of the Institute.

Attendance Requirement:

- ☞ Attendance of the students shall be counted from the date of admission in the respective classes.
- ☞ If a student is found to be continuously absent from the class without information for a period of 3 days or more, his/her name shall be struck off the rolls.
- ☞ The statement of attendance will be displayed on the Notice Board of the NISD. Students are required to keep themselves acquainted with regard to the position of their attendance.
- ☞ A student must attend Lecture, Internal Assessment, Assignment, Practical Placement/Field Work in the course in/outside Delhi..
- ☞ Conduct will be governed by terms and condition of the Courses and Rules of the Institute.

Facilities & Services:

Library and Reading Room:

A well-equipped Library is available in the Institute which specifically caters to the requirements of the students and the Faculty Members. In addition, the Library provides Reading Room facility to the students. The Library has emerged as a pioneering Research and Information Centre on Social Defence. The Library remains open for reference and study during the normal working hours.

Boarding & Lodging: The course is non-residential at present. The students finally selected for this course will have to make their own arrangement for boarding & lodging.

First Aid Facility: First Aid facility for emergency is available in the Old Age Care Division of the Institute.



One Year PG Diploma in Integrated Geriatric Care, 2020-21



Application Form

- 1) **Name** (in Block Letters) :
- 2) **Sex** :
- 3) **Father's / Husband's Name** :
- 4) **Mother's Name** :
- 5) **Date Of Birth** (dd/mm/yy) :
- 6) **Nationality** :
- 7) **Aadhar No** :

Affix a photo duly
signed by self

Permanent Address :

.....

.....

PIN:

Present Address :

.....

..... PIN: Contact No:

e-mail ID:

- 8) **Category** (Tick appropriate) :
- 1) General
 - 2) Scheduled Caste
 - 3) Scheduled Tribe
 - 4) Other Backward Classes
 - 5) Physically Handicapped

9) Educational Qualification :

| Sl. No | Degree | Board/University | Year | Subjects / Course | % of Marks Obtained |
|--------|--------|------------------|------|-------------------|---------------------|
| | | | | | |
| | | | | | |
| | | | | | |

10) Work Experience :

11) Extra Curricular Activities :

Declaration:

I hereby declare that the particulars stated above in the application form are true to the best of my knowledge and belief. I understand that the decision of NISD regarding my admission is final and I shall abide by the decision. Further, if admitted, I promise to abide by rules and norms of discipline of NISD.

Place :

Date :

(Signature of the Applicant)

(Counter Signed by Parent / Guardian)

Name:

For further Query, contact

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