

SYLLABUS FOR THE BATCH FROM YEAR 2026 TO 2027
FOR
CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(6 Months duration)
(Credit Based Evaluation and Grading System)
Semester: I
EXAMINATIONS: 2026-2027



NAME OF THE DEPARTMENT: SCHOOL OF SOCIAL SCIENCES
GURU NANAK DEV UNIVERSITY, AMRITSAR

CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON CLINICAL)
(SEMESTER SYSTEM)
Under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar**

Eligibility:

- +2 in any stream with at least 45% marks in aggregate (40% for SC/ST candidates).
- Any student doing Bachelor Degree, Master Degree, M.Phil., Ph.D. from GNDU.

Paper Code	Subject		Marks		Credits
		Internal Assessment	End Term	Total	
ODAEC111T	Institutionalising of Ageing In India	30	70	100	4
ODAEC112T	Elderly Care (Non Clinical)	30	70	100	4
ODAEC113T	Elderly Care In Practice	30	70	100	4
ODAEC114P	Internship And Report Writing	30	70	100	4
	Total Marks & Credits	120	280	400	16

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar
CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)**

CREDITS: 16

4 - 4 - 4 -4

This course considers ageing in a broad sociological context with comparative perspectives. The course addresses the ways in which ageing is socially defined and experienced. It also applies a critical perspective to the ways in which ageing is framed by family, groups, and society. The students studying course will also have opportunities to apply the knowledge to address ageing-related issues and problems that elderly face.

Program Outcomes:

- **Fundamental Knowledge of Elderly Caretaking:** Students will get insights about how ageing is socially defined and experienced, how ageing issues are framed in the larger social context and identification of interdisciplinary approaches to the ageing experience.
- **Enhanced Social Skills:** The program focuses on inculcating social skills and developing critical thinking in negotiating the elderly care in diverse environments.
- **Practical Experience:** Through hands-on assignments, students will develop problem-solving skills by working on real-world scenarios.
- **Career Readiness & Employability:** Placements as Elderly Caretakers (Non Clinical) in formal setup like various healthcare institutions and in informal setup like homes as Caregivers.

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar**

Subject Name: INSTITUTIONALISING OF AGEING IN INDIA

Subject Code: ODAEC111T

CREDITS: 4

**Time: 03 Hours
Max. Marks: 100Mark
Internal Assessment: 30 Marks
End Term: 70 Marks**

Instructions for the Paper-Setter/examiner:

- 1. Question paper shall consist of Four sections.**
- 2. Paper setter shall set Eight questions in all by selecting Two questions of equal marks from each section. However, a question may have sub-parts (not exceeding four sub-parts) and appropriate allocation of marks should be done for each sub-part.**
- 3. Candidates shall attempt Five questions in all, by at least selecting One question from each section and the 5 th question may be attempted from any of the Four sections.**
- 4. The question paper should be strictly according to the instructions mentioned above. In no case a question should be asked outside the syllabus.**

Section-A

Overview of ageing in India -

Demographic profiles of Aged in India.

Perspectives of Ageing in India: Sociological, Psychological, and Economic.

Concept of Retirement and it's relation with ageing.

Section-B

Health care for theAged –

Health concerns among the aged

Global benchmarks in health care systems (lessons for India)

Section-C

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar**

Families, caregiving, and community support systems –

Role of families in elderly care: intergenerational support and the impact of changing family structures.

Community-based care and Institutional support for the elderly

Need for Professional caregivers in India: training and ethical considerations.

Section-D

Concept of Active Ageing –

Active Ageing and laws related to ageing in India.

Employment after Retirement: opportunities and challenges

Legal rights and protections for senior citizens

Suggested Readings:

1. Ahuja, R. (2021). *Social Problems in India* (4th ed.). Rawat Publications.
2. Bengtson, V. L., & Silverstein, M. (2016). *Families, Ageing, and Social Change*. Cambridge University Press.
- Embracing Carers. (n.d.). India: Current State of Care.
3. Estes, C. L. (2001). *Social Policy and Aging: A Critical Perspective*. Sage.
4. Harper, S. (2014). *Ageing Societies: Myths, Challenges and Opportunities*. Routledge.
5. Phillipson, C. (2013). *Ageing and Social Change*. Polity Press.
6. Rao, C. N. Shankar. (2012). *Sociology: Principles of Sociology with an Introduction to Social Thought*. S. Chand Publishing.
7. Walker, A. (2018). *The Future of Ageing in Europe: Making an Asset of Longevity*. Palgrave Macmillan.

Articles and Reports

1. Crimmins, E. M., & Beltrán-Sánchez, H. (2011). *Mortality and Morbidity Trends: Is There a Compression of Morbidity?* The Journals of Gerontology, 66(1), 75–86.
2. Feinberg, L. (2018). *Long-Term Services and Supports for an Ageing Population: Challenges and Opportunities*. The Gerontologist, 58(2), 141–152.
3. OECD. (2020). *Retirement Age Policies in a Changing Labour Market*.
4. OECD. (2022). *Decent Work for Older Workers: Global Perspectives*.
5. Silverstein, M., & Bengtson, V. L. (2003). *Intergenerational Solidarity and Ageing Families*. Annual Review of Gerontology & Geriatrics, 22, 45–65.
6. United Nations, Department of Economic and Social Affairs. (2022). *World Population Ageing 2022*.
7. United Nations. (2023). *World Social Report: The Growing Challenge of Ageing Populations*.

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar**

8. WHO. (2021). *Global Report on Ageing and Health*.
9. Yodda Elder Care. (2023). Navigating Government Policies on Elder Care in India.

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar**

Subject Name: ELDERLY CARE (NON CLINICAL)

Subject Code: ODAEC112T

CREDITS: 4

**Time: 03 Hours
Max. Marks: 100Mark
Internal Assessment: 30 Marks
End Term: 70 Marks**

Instructions for the Paper-Setter/examiner:

- 1. Question paper shall consist of Four sections.**
- 2. Paper setter shall set Eight questions in all by selecting Two questions of equal marks from each section. However, a question may have sub-parts (not exceeding four sub-parts) and appropriate allocation of marks should be done for each sub-part.**
- 3. Candidates shall attempt Five questions in all, by at least selecting One question from each section and the 5 th question may be attempted from any of the Four sections.**
- 4. The question paper should be strictly according to the instructions mentioned above. In no case a question should be asked outside the syllabus.**

Section-A

Importance of Health & Hygiene for Senior Citizens: Meaning , types and approaches, Sanitation and Health, Living Environment and Health

Section-B

Common Health Problems and awareness among the Elderly Communicable and Non communicable diseases, coping mechanisms and prevention strategies , Awareness about treatment and diagnostic techniques.

Section-C

Major issues faced by Elderly :Osteoporosis, Anemia, Iodine deficiency, Alzheimer's and Dementia, Parkinson , Pressure ulcers & other skin conditions.

Section-D

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar**

.Promoting Healthy life Expectancy

Role of exercise ,Nutrition and usage of assistive technology(Wheelchairs, Hearing Aids, Vision Aids) among elderly.

Suggested Readings:

1. Ahuja, R. (2021). *Social Problems in India* (4th ed.). Rawat Publications.
2. Boger, R. H., & MacGregor, G. A. (2017). *Nutritional and lifestyle interventions for cardiovascular health*. Springer.
3. Davies, E., & Higginson, I. J. (Eds.). (2004). *Oxford textbook of palliative care for older people*. Oxford University Press.
4. Gibney, M. J. (2005). *Nutrition and metabolism in aging*. CRC Press.
5. Gopalan, C., & Sastri, B. V. R. (2001). *Nutrition Foundation of India: Research on health and hygiene*. National Institute of Nutrition.
6. Indian Association of Palliative Care (IAPC). (2022). *Palliative care strategies in India*. Retrieved from <https://www.palliativecare.in>
7. Indian Council of Medical Research (ICMR). (2021). *Common nutritional deficiencies in elderly Indians*. ICMR Publications.
8. Indian Journal of Palliative Care (IJPC). (2023). *Research on end-of-life care in India*. Retrieved from <https://www.jpalliativecare.com>
9. Krause, L. K., & Escott-Stump, S. (2016). *Krause's food & the nutrition care process* (14th ed.). Elsevier.
10. Mahan, L. K., & Raymond, J. L. (2017). *Krause and Mahan's food & nutrition care process* (15th ed.). Elsevier.
11. Ministry of Health & Family Welfare, India. (2021). *National Programme for Health Care of the Elderly (NPHCE) guidelines*. Government of India.
12. Ministry of Social Justice and Empowerment, India. (2020). *Report on elderly population in India*. Government of India.
13. Mishra, A. J. (2019). *Health issues in geriatric care: A sociological perspective*. Sage Publications.
14. National Health Service (NHS), UK. (2021). *Electronic Palliative and Care Coordination Systems (EPaCCS) Guidelines*. Retrieved from <https://www.nhs.uk>
15. National Institute for Health and Care Excellence (NICE). (2020). *End of life care for adults: Quality standard guidelines*. Retrieved from <https://www.nice.org.uk>
16. National Institute on Aging (NIA), USA. (2022). *Healthy eating for older adults*. Retrieved from <https://www.nia.nih.gov>
17. Narayana, K. (2018). *Public health and sanitation in India: Challenges and strategies*. Orient BlackSwan.
18. Park, K. (2021). *Preventive and social medicine* (26th ed.). BanarsidasBhanot Publishers.
19. Rao, C. N. Shankar. (2019). *Sociology: Principles of sociology with an introduction to social thought* (4th ed.). S. Chand & Company Ltd.
20. United Nations Population Fund (UNFPA) India. (2017). *Caring for our elders: Institutional responses*. Retrieved from <https://www.india.unfpa.org>
21. World Health Organization (WHO). (2015). *World report on ageing and health*. WHO Press.

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar**

22. World Health Organization (WHO). (2019). *Palliative care: Key facts and guidelines*. Retrieved from <https://www.who.int>

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,**

Guru Nanak Dev University, Amritsar

Subject Name: ELDERLY CARE IN PRACTICE

Subject Code: ODAEC113T

CREDITS: 4

Time: 03 Hours

Max. Marks: 100Mark

Internal Assessment: 30 Marks

End Term: 70 Marks

Instructions for the Paper-Setter/examiner:

- 1. Question paper shall consist of Four sections.**
- 2. Paper setter shall set Eight questions in all by selecting Two questions of equal marks from each section. However, a question may have sub-parts (not exceeding four sub-parts) and appropriate allocation of marks should be done for each sub-part.**
- 3. Candidates shall attempt Five questions in all, by at least selecting One question from each section and the 5 th question may be attempted from any of the Four sections.**
- 4. The question paper should be strictly according to the instructions mentioned above. In no case a question should be asked outside the syllabus.**

Section-A

Home health care and emotional needs:

Home Healthcare, Home Care Worker and the Client

Understanding the Emotional Needs of Seniors

Effective Communication Techniques

Section-B

Issues and concerns of elderly:

Assisting with Personal Care Tasks (Bathing, Dressing, Hygiene)

Creating a Safe Living Environment for Seniors

Fire Safety and Emergency Preparedness

Medication Safety and Management

Section-C

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar**

Care giver services and challenges:

Formal and Informal Caregivers.

Requirement of caregivers and challenges faced by them.

Role of support groups, case studies.

Caregiver Self-Care and Stress Management

Section-D

Legal, financial and Technological assistance:

Understanding Legal Documents: Power of Attorney, Wills, and Advance Directives

Medicare, Medicaid, and Insurance for the Elderly

Financial Planning for Long-Term Elderly Care

Home Modifications for Safe and Comfortable Living

Suggested Readings:

1. AARP Public Policy Institute. *Home and Community-Based Services for Older Adults*.
2. Alzheimer's Association. *Understanding Alzheimer's and Dementia*.
3. American Bar Association (ABA). *Legal Guide for the Elderly*.
4. American Geriatrics Society (AGS). *Beers Criteria for Potentially Inappropriate Medication Use in Older Adults*.
5. Beauchamp, T. L., & Childress, J. F. (2019). *Principles of Biomedical Ethics*. Oxford University Press.
6. Bureau of Labor Statistics (BLS). *Occupational Outlook for Home Health Aides and Personal Care Aides*.
7. Carstensen, L. L. (2006). *The Influence of a Sense of Time on Human Development*. Science.
8. Centers for Disease Control and Prevention (CDC). *Guidelines for Home Care Providers*.
9. Family Caregiver Alliance. *Respite Care: A Guide for Caregivers*.
10. Federal Emergency Management Agency (FEMA). *Emergency Preparedness for Older Adults*.
11. International Labour Organization (ILO). *Caregiving and Elderly Care: A Global Perspective*.
12. Institute for Safe Medication Practices (ISMP). *Safe Medication Use in Older Adults*.
13. Kane, R. A., & Kane, R. L. (2017). *Assessing Older Persons: Measures, Meaning, and Practical Applications*. Oxford University Press.
14. Lehning, A. J., & Austin, M. J. (2017). *Home Care Services for the Elderly: Issues, Challenges, and Solutions*. Routledge.
15. Livingston, G., et al. (2017). *Dementia Prevention, Intervention, and Care*. The Lancet.
16. McCormack, B., & McCance, T. (2017). *Person-Centered Practice in Nursing and Healthcare: Theory and Practice*. Wiley-Blackwell.
17. National Institute on Aging (NIA). *Managing Caregiver Stress: Strategies and Support*.
18. National Institute on Aging (NIA). *Social and Emotional Health in Aging Populations*.
19. National Institute on Aging (NIA). *Aging in Place: A Guide for Safe Home Environments*.
20. National Institute on Aging (NIA). *Caregivers and Personal Care Assistants: Roles and Responsibilities*.

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar**

21. National Institute on Aging (NIA). *Legal Documents: Power of Attorney, Wills*.
22. Silverman, J., Kurtz, S., & Draper, J. (2016). *Skills for Communicating with Patients (3rd Edition)*. Radcliffe Publishing.

**CERTIFICATE COURSE IN AGEING AND ELDERLY CARE (NON-CLINICAL)
(SEMESTER SYSTEM) under Directorate of Open & Distance Learning,
Guru Nanak Dev University, Amritsar**

PAPER-IV REPORT WRITING

CREDITS: 4

CODE - ODAEC114P

(Field Survey, Project Report)

2 - 2

Note: All the students are required to complete internship for 4 weeks during the certificate course. All the students will prepare a report based on their internship and submit the report 15 days before the start of End Semester Examination.

Internship Structure:

- Placement in Elderly Care Homes
- Supervised Case Studies (Handling 3-5 real cases & documentation)
- Workshops and Awareness Programs

Internship Assessment:

- Internship Report (Detailed case study documentation)
- Supervisor Evaluation

Learning Outcomes:

- Gain hands-on experience.
- Develop assessment and intervention skills.
- Communication with stakeholders