

- **Singh, A.** (2015). *Foundations of human development: A life span approach*. Orient BlackSwan.
- **Srivastava, A. K., & Misra, G.** (2025). *A contextual approach to human development: Integrating an Indian perspective*. Routledge.
- **Srivastava, S., & Rani, S. K.** (2014). *Textbook of human development: A lifespan development approach*. S. Chand Publishing.

Unit IV

This unit focuses on the significant role of family, school etc. in developing socio-emotional skills in humans.

- **Chadha, N.** (2007). *Prosocial development in children: Helping, sharing and comforting*. Mittal Publications.
- **Mangal, S. K., & Mangal, S.** (2018). *Childhood and growing up*. Shipra Publications.
- **Misra, G. (Ed.).** (2011). *Handbook of psychology in India*. Oxford University Press.

Suggested Readings

- **Burk, D.I** (1996) Understanding Friendship and Social Interaction. *Childhood Education*, 282-85
- Advancing Social and Emotional Learning. CASEL.org. Retrieved from <https://casel.org/> 3. Sapra, R. (2020). Parenting Children for Emotion Regulation and Resilience: A Review. *International Journal of Science and Research*. Volume9 Issue 5.

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

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 13-HSC: GERIATRIC CARE

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Geriatric Care	4	3	0	1	Class XII	NIL

Learning Objectives

- To help students understand the meaning and process of ageing and the basic concepts of geriatric care.
- To make students aware of the physical, psychological, and social needs of the elderly and how geriatric care can address these needs.
- To familiarize students with the role of family, community, and institutions in providing geriatric care.

- To introduce students to government policies and programs related to geriatric care and elderly welfare in India.

Learning Outcomes

The students would be able to:

- Explain the meaning of geriatric care and the biological, psychological, and social changes that occur during old age.
- Identify the geriatric care needs of elderly people and suggest simple ways to address them.
- Analyze the role of family and society in providing geriatric care and support to the elderly.
- Describe government policies, schemes, and institutions working in the field of geriatric care and elderly welfare in India.

THEORY **(Credits: 2, Periods: 30)**

Unit I: Introduction to Geriatric Care and Gerontology

6 Hours

This unit introduces the concept of geriatric care, why ageing occurs, and how ageing and geriatric care are viewed differently across societies.

- Meaning and concept of geriatric care; nature, scope and meaning of gerontology and its relationship with geriatric care
- Process of ageing and demographic profile of the ageing population in India and globally
- Theories of ageing (biological, psychological, sociological — e.g., disengagement, activity, continuity theory); myths, stereotypes, and ageism

Unit II: Care of the Elderly

8 Hours

This unit covers the physical and emotional care needs of elderly people, how these can be met, and the different settings where geriatric care is provided.

- Physical and cognitive health care needs of the elderly — common age-related health concerns and their management (nutrition, hygiene, mobility, medication management, cognitive decline)
- Psychological and emotional care of the elderly — addressing loneliness, depression, and providing emotional support
- Models and approaches to geriatric care — home-based care, family care, community-based care, and institutional care; role of the caregiver

Unit III: Family, Social Relationships and Geriatric Care

8 Hours

This unit covers how family structures and relationships shape geriatric care, along with the difficulties caregivers face and the issue of elder abuse.

- Family structure and living arrangements of the elderly (joint vs. nuclear, intergenerational relationships); role transitions such as retirement, grandparenting, and bereavement, and their impact on geriatric care
- Caregiving in geriatric care — roles, burden, and stress on family caregivers; influence of culture, religion, and spirituality on the well-being of the elderly

- Elder abuse and neglect — forms, causes, and identification; safeguarding geriatric care within the family

Unit IV: Policies, Programs and Institutional Support for Geriatric Care 8 Hours

This unit looks at the support systems available for elderly people beyond the family — government laws, schemes, and community services for geriatric care.

- National and state policies and legal framework for geriatric care and elderly welfare
- Institutional and community-based geriatric care services (old age homes, day care centres, helplines)
- Role of NGOs, government schemes, and healthcare services in geriatric care and elderly welfare

PRACTICAL (Credit: 2, Periods: 60)

1. Family caregiver interview — to write an analysis report exploring the challenges, stress, and support systems involved in geriatric caregiving.
2. Visit to an old age home/day care centre — observe geriatric care facilities, activities, and staff-resident interaction; submit a reflective report.
3. To write reflections from a workshop organised to learn and practice basic geriatric caregiving skills — such as assisting with mobility, giving medication reminders, and providing basic hygiene support.
4. To plan and conduct a survey to assess awareness of government geriatric care schemes (pension, healthcare benefits, legal protections) among the elderly in a local community, followed by a brief report of the findings.
5. Development of IEC material (poster, pamphlet, or short video) on healthy ageing, geriatric care, or preventing elder abuse.
6. Case study/life history interview with an elderly person to document their life experiences, challenges, and coping mechanisms.
7. Analyze advertisements and/or review a film portraying older adults to examine media portrayal of ageing, family relationships, and gerontological concerns.

Essential Readings

UNIT I

This unit introduces students to the concepts of geriatric care and explains why ageing occurs. It also looks at how ageing and geriatric care are viewed differently across societies.

- **Quadagno, J.** (2014). *Ageing and the Life Course: An Introduction to Social Gerontology* (6th ed.). McGraw Hill.
- **Rajan, S.I., Mishra, U.S., & Sarma, P.S.** (1999). *India's Elderly: Burden or Challenge?* New Delhi: Sage Publications.
- **Shankardass, M.K. (Ed.).** (2021). *Gerontological Concerns and Responses in India.* Singapore: Springer.
- **Sharma, O.P.** (2008). *Geriatric Care — A Textbook of Geriatrics and Gerontology.* New Delhi: Viva Publications.

UNIT II

The unit focuses on the physical and emotional care needs of elderly people and how these can be met. It also covers the different settings where geriatric care is provided.

- **Chatterjee, P.** (2019). *Health and Wellbeing in Late Life: Perspectives and Narratives from India*. Springer Open.
- **Rajan, S.I., & Balagopal, G.** (Eds.). (2017). *Elderly Care in India: Societal and State Responses*. Singapore: Springer.
- **Robnett, R.H., Brossoie, N., & Chop, W.C.** (2020). *Gerontology for the Health Care Professional*. Burlington, MA: Jones & Bartlett Learning.
- **Santrock, J.W.** (2021). *Life-Span Development* (18th ed.). McGraw Hill.

UNIT III

This unit covers how family structures and relationships shape the geriatric care elderly people receive. It also addresses the difficulties caregivers face and the issue of elder abuse.

- **Mezey, M.D.** (2001). *The Encyclopaedia of Elder Care*. New York: Springer Publications.
- **Paltasingh, T., & Tyagi, R.** (2015). *Caring for the Elderly: Social Gerontology in the Indian Context*. New Delhi: Sage Publications India.
- **Rajan, S.I., Mishra, U.S., & Sarma, P.S.** (1999). *India's Elderly: Burden or Challenge?* New Delhi: Sage Publications.
- **Shankardass, M.K., & Rajan, S.I.** (Eds.). (2018). *Abuse and Neglect of the Elderly in India*. Singapore: Springer.

UNIT IV

This unit looks at the support systems available for elderly people beyond the family — government laws, schemes, and community services for geriatric care.

- **Cox, C.B.** (2015). *Social Policy for an Aging Society: A Human Rights Perspective*. New York: Springer Publishing.
- **NITI Aayog.** (2024). *Senior Care Reforms in India: Reimagining the Senior Care Paradigm — A Position Paper*. Government of India. https://www.niti.gov.in/sites/default/files/2024-02/Senior%20Care%20Reforms%20in%20India%20FINAL%20FOR%20WEBSITE_compressed.pdf
- **Rajan, S.I., & Balagopal, G.** (Eds.). (2017). *Elderly Care in India: Societal and State Responses*. Singapore: Springer.
- **Shankardass, M.K.** (Ed.). (2021). *Ageing Issues in India: Practices, Perspectives and Policies*. Singapore: Springer.

Suggested Readings

- **Berkman, B.** (2006). *Handbook of Social Work in Health and Aging*. New York: Oxford University Press.
- **Carter, M. (Ed.).** (2025). *The Bloomsbury Handbook of Care Ethics*. Bloomsbury Academic.
- **Ministry of Social Justice and Empowerment, Government of India** (2025). *Elderly in India: Population, Challenges, and Government Initiatives — official backgrounder covering demographic trends, schemes (AVYAY, RVY, NPHCE, Ayushman Bharat 70+), and welfare provisions*. <https://static.pib.gov.in/WriteReadData/specificdocs/documents/2025/oct/doc20251028678601.pdf>
- **Moody, H.** (2000). *Aging: Concepts and Controversies*. California: Sage Publications.
- **World Health Organization** (2025). *Measuring the Progress and Impact of the UN Decade of Healthy Ageing (2021–2030): Framework and Indicators*. <https://www.who.int/publications/i/item/9789240104181>