

	MAHATMA GANDHI UNIVERSITY Kottayam, Kerala Undergraduate Programmes (HONOURS) 2026 Admission Onwards
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SYLLABUS									
SIGNATURE COURSE									
Name of the College	Alphonsa College, Pala								
Faculty/ Discipline	Zoology								
Programme	BSc (Hons) Zoology								
Course Coordinator	CINNIE SUSAN ANTONY								
Contributors	Ms Teena James, Dr Simimole Sebastian, Dr Sr Manju Elizabeth, Dr Maya George, Dr Ambili T R, Ms Poornima Baby								
Course Name	Essentials of Geriatric Care, Nutrition and Well-being								
Type of Course	DSE								
Specialization title	Geriatric and Special care								
Course Code	MG3DSEZGYA03								
Course Level	200								
Course Summary	This course provides a comprehensive understanding of ageing, including its biological, psychological, and social aspects, along with the need for specialized care in the elderly. It covers age-related physical, emotional, and cognitive changes, as well as common geriatric diseases and conditions. The course also emphasizes nutritional requirements, diet planning, and preventive healthcare for older adults.								
Semester	3	Credits	4						
Course Details	<table><tr><td>Learning Approach</td><td>Lecture</td><td>Total Hours</td></tr><tr><td>Credits</td><td>4</td><td>60</td></tr></table>			Learning Approach	Lecture	Total Hours	Credits	4	60
	Learning Approach	Lecture	Total Hours						
Credits	4	60							
Pre-requisites, if any									

Course Outcomes (CO)

Number of COs		5	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding Ageing, its effects on body and the need of special care	U	PO2
2	Understanding the different medical conditions associated with ageing	U	PO2
3	Understanding the nutritional requirements of elderly in different health conditions	U	PO1
4	Interpreting of common Geriatric diseases and conditions	U	PO7
5	Demonstrate basic caregiving skills for elderly	U	PO6

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	-	2	-	-	-	-	-	-	-	-
CO 2	-	2	-	-	-	-	-	-	-	-
CO 3	2	-	-	-	-	-	-	-	-	-
CO 4	-	-	-	-	-	-	3	-	-	-
CO 5	-	-	-	-	-	2	-	-	-	-

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Introduction to Ageing and Special Care			
	1.1	• Concept of ageing: Biological, Psychological, and Social ageing. • Theories of Ageing • Modulating the process of ageing • Demographic trends in ageing population (India and global)	7	["1"]
	1.2	• Introduction to special care: disability, chronic illness, terminal illness • Definition and scope of geriatric care and Role of caregivers in modern society	5	["1"]
2	Physical, Psychological and Emotional Changes in Ageing			
	2.1	• Changes in cardiovascular, respiratory, Gastrointestinal tract and renal - Genitourinary, endocrinal system, Blood & Immune mechanisms, Musculoskeletal system, skin and hair, central nervous system and autonomic nervous system. • Changes in Special senses- vision, hearing, taste and smell • Mental health in elderly: depression, anxiety • Cognitive changes: memory loss, dementia basics • Emotional needs and social isolation • Coping mechanisms and well-being	18	["2"]
3	Health, Nutrition and Diet Planning for the Elderly			
	3.1	• Nutritional requirements for elderly • Balanced diet and therapeutic diets • Malnutrition and dehydration • Feeding techniques and dietary modifications	6	["3"]

Module	Units	Course Description	Hrs	CO No.
4	Common Geriatric Issues and special care			
	4.1	• Mobility issues and fall risks • Diabetes, hypertension, arthritis • Osteoporosis and cardiovascular diseases • Respiratory disorders • Preventive care and lifestyle management	10	["4"]
	4.2	• Care for physically challenged individuals • Care for bedridden patients • Pain management basics • Rehabilitation concepts	10	["5"]
	4.3	Activity Visit to old Age homes Observing daily routine activity of an elderly person • Activity report submission	4	["5"]

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) ICT Enabled Learning, Experiential learning, Tutorial, Lecturing, Field Visit
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Assessment Types	MODE OF ASSESSMENT Mode of Assessment: Theory
	A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks Quiz, Test Papers, Seminar, Activity Report
	B. End Semester Evaluation (ESE) • Theory - 70 Marks Assessment Methods – End Semester Examination Duration of Examination – 2.00 Hrs Pattern of examination for Theory – Non-MCQ Different parts of written examination – Part - A , B , C Answer Type: ◦ PART - A ◦ MCQ - (10 out of 10) - $10 \times 1 = 10$ ◦ PART - B ◦ Short answer - (10 out of 12) - $10 \times 3 = 30$ ◦ PART - C ◦ Short Essays - (6 out of 8) - $6 \times 5 = 30$

References

- Khurana, I. (2006). Textbook of medical physiology. Elsevier, India.
- Karalay, G. (2025). Sociology of ageing: A South Asia perspective. Routledge India.
- Mathur, A., Goyal, L. K., & Agarwal, H. (2025). IAG handbook of geriatrics. Scientific Publishers, India
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- Antia, F. P., & Abraham, P. (1997). Clinical dietetics and nutrition (4th ed.). Oxford University Press, India
- Srilakshmi, B. (2014). Dietetics. New Age International (P) Limited, India

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SYLLABUS			
SIGNATURE COURSE			
Name of the College	Alphonsa College, Pala		
Faculty/ Discipline	Zoology		
Programme	BSc (Hons) Zoology		
Course Coordinator	CINNIE SUSAN ANTONY		
Contributors	Dr Ambili T R , Dr Sr Manju Elizabeth Kuruvila, Dr Simimole Sebastian, Dr Maya George, Ms Teena James, Ms Poornima Baby		
Course Name	Advanced Geriatric Care and Rehabilitation		
Type of Course	DSE		
Specialization title	Geriatric and Special care		
Course Code	MG4DSEZGYA04		
Course Level	200		
Course Summary	This Geriatric Care course provides essential knowledge and skills for caring for elderly individuals. It covers basic medical care, including vital signs monitoring, medication safety, infection control, and first aid. The course addresses chronic illness management, palliative care, and neurological disorders such as dementia and Parkinson’s disease. Learners gain understanding of physiotherapy techniques, mobility support, and fall prevention strategies. It also highlights legal rights of the elderly, government welfare schemes, and protection against abuse. Institutional care management and documentation are included. A field visit to an old age home offers practical exposure to real-life care giving situations and challenges.		
Semester	4	Credits	4
Course Details	Learning Approach	Lecture	Total Hours
	Credits	4	60
Pre-requisites, if any			

Course Outcomes (CO)

Number of COs		5	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Describe common neurological disorders such as dementia, Alzheimer's, and Parkinson's disease.	U	PO1
2	Understand the vital signs, first aid procedures, and basic medical care practices for the elderly.	U	PO2
3	Explain the management of chronic illnesses and long-term care strategies.	U	PO6
4	Understand physiotherapy techniques and mobility support strategies in elderly care.	A	PO6

Number of COs		5	
CO No.	Expected Course Outcome	Learning Domains *	PO No
5	Understand legal frameworks and institutional care practices in real-life caregiving settings.	U	PO8

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	2	-	-	-	-	-	-	-	-	-
CO 2	-	2	-	-	-	-	-	-	-	-
CO 3	-	-	-	-	-	2	-	-	-	-
CO 4	-	-	-	-	-	2	-	-	-	-
CO 5	-	-	-	-	-	-	-	2	-	-

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Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Overview of Common Neurological Disorders			
	1.1	• Introduction to major disorders: Dementia Alzheimer's disease Parkinson's disease Stroke • Causes and risk factors (genetic, environmental, lifestyle) • Early signs and symptoms • Impact on daily living and quality of life • Importance of early diagnosis and care	12	["1"]
2	Care for the Elderly			
	2.1	Basic Medical Care • Activities of Daily Living (ADL), Types of ADL, Importance of ADL in elderly care • Vital signs monitoring □ BP, pulse, temperature □ Respiratory Rate Monitoring □ Oxygen Saturation (SpO₂) Monitoring □ Fluid Balance Monitoring □ Nutritional Assessment • Medication management and safety • First aid for falls, burns, fractures • Infection control and hygiene practices	15	["2"]
	2.2	Chronic Illness and Long-Term Care • Management of chronic diseases • Palliative care concepts • End-of-life care • Home-based care vs institutional care	5	["3"]

Module	Units	Course Description	Hrs	CO No.
3	Institutional Care Management			
	3.1	Physiotherapy and Mobility Support • Basic physiotherapy exercises • Assistive devices: walkers, wheelchairs • Fall prevention strategies • Rehabilitation techniques	10	["4"]
	3.2	• Old age homes and care centres • Roles of healthcare teams • Record keeping and documentation • Quality standards in care services Activity • Visit to old age home and assessing functional independence in older adults. Evaluation of common challenges of older adults. Report submission	10	["4"]
4	Legal and Policy Framework			
	4.1	• Rights of elderly in India • Government schemes and welfare programs • Legal aspects of caregiving • Elder abuse and protection laws	8	["5"]

Teaching and Learning Approach	Classroom Procedure (Mode of transaction) ICT Enabled Learning, Experiential learning, Tutorial, Lecturing, Field Visit
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Assessment Types	MODE OF ASSESSMENT Mode of Assessment: Theory
	A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks Quiz, Test Papers, Seminar, Activity Report
	B. End Semester Evaluation (ESE) • Theory - 70 Marks Assessment Methods - End Semester Examination Duration of Examination - 2.00 Hrs Pattern of examination for Theory - Non-MCQ Different parts of written examination - Part - A , B , C Answer Type: ◦ PART - A ◦ MCQ - (10 out of 10) - $10 \times 1 = 10$ ◦ PART - B ◦ Short answer - (10 out of 12) - $10 \times 3 = 30$ ◦ PART - C ◦ Short Essays - (6 out of 8) - $6 \times 5 = 30$

References

- Kane, R. L., Ouslander, J. G., Resnick, B., & Malone, M. L. (2018). Essentials of clinical geriatrics (8th ed.). McGraw-Hill Education.
- Hazzard, W. R., Blass, J. P., Halter, J. B., Ouslander, J. G., & Tinetti, M. E. (2017). Hazzard's geriatric medicine and gerontology (7th ed.). McGraw-Hill Education.
- Eliopoulos, C. (2018). Gerontological nursing (9th ed.). Wolters Kluwer.
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- Miller, C. A. (2022). Nursing for wellness in older adults (9th ed.). Wolters Kluwer.
- Michel, J.-P., Beattie, B. L., Martin, F. C., & Walston, J. D. (2018). Oxford textbook of geriatric medicine (3rd ed.). Oxford University Press.
- Hall, J. E. (2021). Guyton and Hall textbook of medical physiology (14th ed.). Elsevier.

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MAHATMA GANDHI UNIVERSITY

Kottayam, Kerala

Undergraduate Programmes (HONOURS) 2026 Admission Onwards

SYLLABUS

SIGNATURE COURSE

Name of the College	Alphonsa College, Pala								
Faculty/ Discipline	Zoology								
Programme	BSc (Hons) Zoology								
Course Coordinator	CINNIE SUSAN ANTONY								
Contributors	Dr Maya George, Ms Poornima Baby, Dr Simimmole Sebastian, Dr Sr Manju Elizabeth Kuruville, Dr Ambili T R , Ms Teena James								
Course Name	Special Care and Support for Children with Disabilities								
Type of Course	DSE								
Specialization title	Geriatric and Special care								
Course Code	MG5DSEZGYA04								
Course Level	300								
Course Summary	This course on Special Education introduces learners to the principles, development, and importance of early identification and intervention for children with diverse needs. It covers major chromosomal disorders such as Down syndrome, Fragile X, Turner, Klinefelter, and Williams syndromes, along with key neurodevelopmental conditions like Autism Spectrum Disorder (ASD), ADHD, and Specific Learning Disabilities (dyslexia, dysgraphia, dyscalculia). The course also addresses communication, motor, sensory, and behavioral disorders, including anxiety, Oppositional Defiant Disorder (ODD), and conduct disorder. Emphasis is placed on inclusive education through effective classroom strategies, curriculum adaptation, assistive technology, individualized education plans (IEPs), and collaboration with families. Practical exposure through field visits further enhances understanding, equipping learners to create supportive and inclusive learning environments for children with special needs.								
Semester	5	Credits	4						
Course Details	<table><tr><td>Learning Approach</td><td>Lecture</td><td>Total Hours</td></tr><tr><td>Credits</td><td>4</td><td>60</td></tr></table>			Learning Approach	Lecture	Total Hours	Credits	4	60
	Learning Approach	Lecture	Total Hours						
Credits	4	60							
Pre-requisites, if any									

Course Outcomes (CO)

Number of COs		5	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain special education, developmental delays, and neurogenetic syndromes.	U	PO7
2	Describe various chromosomal abnormality and neurodevelopmental disorders	U	PO2
3	Understand communication, motor, and sensory disabilities	U	PO2
4	Understand behavioral and emotional challenges in Children	U	PO6
5	Describe inclusive strategies and basic Individualized Education Plans.	U	PO6

CO-PO Articulation Matrix

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
CO 1	-	-	-	-	-	-	2	-	-	-
CO 2	-	2	-	-	-	-	-	-	-	-
CO 3	-	2	-	-	-	-	-	-	-	-
CO 4	-	-	-	-	-	3	-	-	-	-
CO 5	-	-	-	-	-	2	-	-	-	-

'0' is No Correlation, '1' is Slight Correlation (Low level), '2' is Moderate Correlation (Medium level) and '3' is Substantial Correlation (High level).

Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Introduction to Special education			
	1.1	• Definition and historical development of special education • Principles of special education • Early signs of developmental delays • Importance of early screening and diagnosis	7	["1"]
2	Chromosomal abnormality and Neurodevelopmental Disorders			
	2.1	Chromosomal abnormality syndromes • Down syndrome • Fragile X • Deletion 3p Syndrome • Turner Syndrome • Klinefelter Syndrome • Williams Syndrome	12	["2"]
	2.2	Neurodevelopmental disorders • Autism Spectrum Disorder (ASD) • Attention Deficit Hyperactivity Disorder (ADHD) • Specific Learning Disabilities (SLD) (dyslexia, dysgraphia, Dyscalculia)	8	["2"]
3	Other Disabilities			
	3.1	• Communication disorders: Speech sound disorder, Childhood-onset fluency disorder (stuttering), Social (pragmatic) communication disorder • Motor Disorders: Cerebral Palsy, Developmental Coordination Disorder (DCD), Stereotypic Movement Disorder • Sensory Disorders: Visual and hearing impairments	12	["3"]
	3.2	• Behavioral and Emotional Challenges: Anxiety disorders in children, Oppositional Defiant Disorder (ODD), Conduct Disorder (CD), Emotional Dysregulation	6	["4"]

Module	Units	Course Description	Hrs	CO No.
4	Support Strategies and Inclusion			
	4.1	- Inclusive education practices - Strategies for inclusive classrooms - Adapting curriculum and assessments - Behavioral support and positive interventions - Assistive technology and accommodations - Individualized education plans (IEPs) - Family support and collaboration Field Visit: Homes for Special Children Reflect on support needs and inclusive practices for special children & prepare Report	15	["5"]

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	ICT Enabled Learning, Experiential learning, Tutorial, Lecturing, Field Visit

Assessment Types	MODE OF ASSESSMENT Mode of Assessment: Theory
	A. Continuous Comprehensive Assessment (CCA) • Theory - 30 Marks Quiz, Test Papers, Seminar, Activity Report
	B. End Semester Evaluation (ESE) • Theory - 70 Marks Assessment Methods – End Semester Examination Duration of Examination – 2.00 Hrs Pattern of examination for Theory – Non-MCQ Different parts of written examination – Part - A , B , C Answer Type: - PART - A - MCQ - (10 out of 10) – 10 × 1 = 10 - PART - B - Short answer - (10 out of 12) – 10 × 3 = 30 - PART - C - Short Essays - (6 out of 8) – 6 × 5 = 30

References

- Patel, D. R., Greydanus, D. E., & Omar, H. A. (2011). Neurodevelopmental disabilities: Clinical care for children and young adults. Springer.
- Nussbaum, R. L., McInnes, R. R., & Willard, H. F. (2016). Thompson & Thompson genetics in medicine (8th ed.). Elsevier.
- National Council of Educational Research and Training (NCERT). (2006). Including children with special needs (CWSN). NCERT.
- Pierangelo, R., & Giuliani, G. (2012). Assessment in special education: A practical approach (4th ed.). Pearson.
- Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2015). Teaching students with special needs in inclusive settings (6th ed.). Pearson.
- Jones, K.L., Jones, M.C., & Campo, M.D. (2013). SMITH'S Recognizable Patterns of Human Malformation. Seventh edition. Elsevier.

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Name of the College	Alphonsa College, Pala								
Faculty/ Discipline	Zoology								
Programme	BSc (Hons) Zoology								
Course Coordinator	CINNIE SUSAN ANTONY								
Contributors	Dr Sr Manju Elizabeth Kuruvila, Dr Simimole Sebastian, Dr Maya George, Dr Ambili T R , Ms Teena James, Ms Poornima Baby								
Course Name	Professional Skills for Holistic Management in Geriatric and Special Child Care								
Type of Course	DSE								
Specialization title	Geriatric and Special care								
Course Code	MG6DSEZGYA04								
Course Level	300								
Course Summary	This course provides an overview of home-based and community care for elderly individuals and special children. It covers community services, outreach programmes, day care centres and the role of family caregivers. The course focuses on specialized care techniques, including cognitive and mental health support for conditions like Dementia and Alzheimer’s disease, along with advanced nursing skills such as post-hospital care, equipment handling, wound care, and emergency response. It also introduces assistive technologies and telehealth, provides practical exposure through fieldwork and case studies, and emphasizes caregiver well-being and entrepreneurship in care services.								
Semester	6	Credits	4						
Course Details	<table><tr><td>Learning Approach</td><td>Lecture</td><td>Total Hours</td></tr><tr><td>Credits</td><td>4</td><td>60</td></tr></table>			Learning Approach	Lecture	Total Hours	Credits	4	60
	Learning Approach	Lecture	Total Hours						
Credits	4	60							
Pre-requisites, if any									

Course Outcomes (CO)

Number of COs		5	
CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the functioning of home-based and community care services for elderly individuals.	U	PO6
2	Explain specialized care techniques including cognitive support and mental health management.	U	PO2
3	Describe the role of technology and assistive devices in elderly and special child care.	U	PO2
4	Understand care giving skills in handling medical equipment, emergency response, and patient care and caregivers stress	U	PO6

Number of COs			5
CO No.	Expected Course Outcome	Learning Domains *	PO No
5	Understand professional and entrepreneurial skills in geriatric care	U	PO5

*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)

CO-PO Articulation Matrix

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CO 2	-	2	-	-	-	-	-	-	-	-
CO 3	-	2	-	-	-	-	-	-	-	-
CO 4	-	-	-	-	-	2	-	-	-	-
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Course Content

Content for Classroom transaction (Units)

Module	Units	Course Description	Hrs	CO No.
1	Home-Based and Community Care			
	1.1	- Community health services for elderly and special children - Outreach programs for elderly- Health screening camps, mobile health clinics, mental health services, social and recreational activities. - Day care centres and senior clubs - Role of family caregivers	15	["1"]
2	Specialized Care Techniques for elderly			
	2.1	- Cognitive support - cognitive stimulation therapies, Managing dementia and Alzheimer's - Mental Health support- Depression and Anxiety management, Counselling and therapy approaches. - Emotional and spiritual Support	10	["2"]
	2.2	Advanced Nursing Support - ICU and post-hospital care - Handling medical equipment (oxygen, feeding tubes) - Wound care and hygiene - Emergency response techniques	10	["2"]
3	Technology in Elderly Care and care for special children			
	3.1	- Assisted devices and smart home technology - Telehelp and remote monitoring Field Work / Case Study - Field visits to hospitals/old age homes/special schools - Case study analysis - Practical caregiving experience - Report submission	15	["3"]

Module	Units	Course Description	Hrs	CO No.
4	Caregiver Stress and Management			
	4.1	- Stress management for caregivers - Burnout prevention - Work-life balance - Emotional resilience and self-care	5	["4"]
	4.2	Entrepreneurship in Care Services - Setting up care centres - Home nursing services - Career opportunities in geriatric care	5	["5"]

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)
	ICT Enabled Learning, Experiential learning, Tutorial, Lecturing, Field Visit

Assessment Types	MODE OF ASSESSMENT Mode of Assessment: Theory
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References

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- Hogstel, Mildred O.. (2017). Gerontology: Nursing care of the older adult (5th ed.). Cengage Learning.
- Williams, Suzanne C. Smeltzer, & Bare, Brenda G.. (2019). Brunner & Suddarth's textbook of medical-surgical nursing (14th ed.). Wolters Kluwer.
- Park, K.. (2021). Park's textbook of preventive and social medicine (26th ed.). Banarsidas Bhanot.
- Stanhope, Marcia, & Lancaster, Jeanette. (2020). Public health nursing: Population-centered health care in the community (10th ed.). Elsevier.
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- Hall, John E.. (2021). Guyton and Hall textbook of medical physiology (14th ed.). Elsevier
- Barrett, Kim E., Barman, Susan M., Brooks, Heddwen L., & Yuan, Jason X.-J.. (2023). Ganong's review of medical physiology (27th ed.). McGraw-Hill

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