

JAI NARAIN VYAS UNIVERSITY JODHPUR



2016 - 2021

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years

Faculty of Commerece & Management

Name of the value added courses offered	Course Code (if any)
Post Graduate Diploma in Human Resource Management (PGDHRM)	PGDHRM101, PGDHRM102, PGDHRM103, PGDHRM104, PGDHRM105, PGDHRM106, PGDHRM107
Post Graduate Diploma in Marketing Management (PGDMM)	PGDMM101, PGDMM102, PGDMM103, PGDMM104, PGDMM105, PGDMM106, PGDMM107
Post Graduate Diploma in Tax Practice	PGDTP101, PGDTP102, PGDTP103, PGDTP104
Post Graduate Diploma in Cost & Management Accounting	
Post Graduate Diploma in Computer Accounting & Auditing	
Post Graduate Diploma in International Business & Finance	PDGIBF-101, PDGIBF-102, PDGIBF-103, PDGIBF-104
Post Graduate Diploma in Banking Insurance & Operation Management	PDGBIOM-101, PDGBIOM-102, PDGBIOM-103, PDGBIOM-104
Post Graduate Diploma in Security Analysis and Portfolio Management	
Post Graduate Diploma in Corporate Managerial Finance	
Post Graduate Diploma in Tourism & Hotel Management	101, 102, 103, 104, 105, 106
Post Graduate Diploma Course in Labour Laws, Labour Welfare & Personnel Management	PGD 101, PGD 102, PGD 103, PGD 104, PGD 105, PGD 106
Post Graduate Diploma Course in Legal & Forensic Sciences	PGD 301, PGD 302, PGD 303, PGD 304, PGD 305, PGD 306, PGD 307
Faculty of Arts Education & Social Sciences	
Certificate Course in French	FSC-101 FSC-102 FSC-103
Diploma Course in French	FDC-104 FDC-105 FDC-106
Diploma in Remote Sensing GIS and GPS	PG Diploma
P G Diploma in Meterology	PG Diploma
UG Diploma in Tourism	
Certificate Course in Computer Application in Economic Analysis	PSAD
P G Diploma in Popoulation Studies & Demography	CE
Certificate Course in Rural Banking	RB
Prayojanamulak P G Diploma(Hindi)	PGDH 3001, PGDH 3002, PGDH3003,. PGDH 3004
Diploma in Vocal & Instrumental Sitar	
Diploma in Graphic (Print Making) Art	DGAFAP
Certificate Course in Blue Pottery Art	CBPAFAP
Certificate Course in Theatre & performing Art	CTPAFAP

Certificate Course in Drawing & Painting Courses	CDPCFAP
Certificate Course in Restoration & Conservation of the Miniature Painting	CRCMPFAP
CERTIFICATE COURSE IN FASHION DESIGNING	CFDFAP
CERTIFICATE COURSE IN INTERIOR DESIGNING	CIDFAP
CERTIFICATE COURSE IN INTERIOR DECORATION	CIDCFAP
Diploma Course in Historical & Cultural Tourism in Rajasthan	
P G Certificate Course in History of India & the Vanshavalli (Genealogy) Writing	
P. G. diploma in Yoga	
P. G. Diploma in Sports Industry & Management	PGISM
P. G. Diploma in Nutrition, Health & Fitness	PGHNF
P G Diploma in Gandhian Studies	
PG Diploma in Reporting, Writing and Editing	PGDRWE
PG Diploma in Advertising and Public Relation	PGDAP
Certificate Course in Sport Journalism	CPSJ
P. G. Diploma in Local Self Government	
Diploma Course in Population Study & Analysis	
Dilpoma Course in Rural Development	
P G Diploma in Sanskar Vidhi	
P G Diploma in Jyotishashtra	DP JY SANS 5011, 5012, 5013 & 5014
P G Diloma in VastuShastra	DP VS SANS 7011, 7012, 7013 & 7014
Certificate Course in Sanskrit Shikshan	SSPP SANS 4011 & 4012
PG Diploma in Defence and Disaster management	
PG Diploma in Yoga	
PG Diploma in Gender Studies	
Certificate Course on Women, Policy, Law & Gender Justice	
Certificate Course on Women & Sustainable Development	
POST GRADUATION DIPLOMA IN REHABILITATION PSYCHOLOGY (PGDRP)	
ADVANCED DIPLOMA IN CHILD GUIDANCE AND COUNSELING	
Certificate Course on Population and Development Education	
Certificate Course on Personality Development and Life Skills	
Faculty of Science	
Diploma in Pharmacy	SCICHEM-006
Diploma in Wildlife Science	
Diploma in Wildlife Ecotouism	
Diploma in Pharmacy	SCICHEM-006

SAMPLE DOCUMENT

PGDGS
Post-Graduate Diploma in Gender Studies
Session 2020-2021
Paper-I: Gender Studies

Unit – I

Introduction to Gender Studies :

Definition, growth and scope of gender studies.
Gender and sexuality : Indian and global perspective
Gender, Community and Nation
Social construction of Gender, Gender roles and discrimination
Gender and Cinema
Gender and Literature

Unit – II

Women Studies :

Introduction, Defining Feminism
Evolution of Feminism
Feminist theory, Feminism and Women's Movement
Western and Indian Feminism

Unit – III

Women and Social Institutions :

Family – Meaning and definition
Ethos of Joint, Nuclear – patriarchal and matriarchal families
Caste, class and religion

Unit – IV

Marriage :

Concept and definition, Monogamy, Polygyny, Polyandry
Multiple roles of women – Role conflict, Role Change, Role overload
Indian Notion of marriage and family

Unit – V

Issues related to women:

Divorce, Widowhood, female commercial Sex workers
Women who are physically and mentally challenged
Problems of working women at work place
Problems of elderly and single women
Domestic violence : Type and incidences

Recommended Readings:

1. Chawla, Monica. *Gender Justice Women and Law in India*. New Delhi : Deep & Deep Publications Pvt. Ltd., 2006.
2. Dow, Bonnie J. & Wood, Julia T. *The Sage Handbook of Gender and Communication*. New Delhi : Sage Publication, 2006.
3. Hill, Craig A. *Human Sexuality*. New Delhi : Sage Publication, 2008.
4. Kumar, Raj. *Women and Marriage*. New Delhi : Saujanya Publications Private Limited, 2000. (encyclopedia of women and development series volume II).
5. Pitcher, Jane & Whelehan, Imelda. *50 Key Concepts in Gender Studies*. New Delhi : Sage Publication, 2011.
6. Yadav, C.P. *Encyclopedia of Women's problems and their remedies*. New Delhi : Anmol Publications, 2007.

Appendix -3

Paper : II Women in Politics and Governance

Unit-I

Concepts and nature of Women's political participation:

Definition, meaning, scope and nature of political participation of women
Impediments and problems faced by women for political participation
Role of women in Government institutions and their contribution in the development of nation
Strategies by Indian Government and NGO's for women's share in politics

Unit-II

Components of political participation of women:

Women as voters : Types of voters, voters' turnout and elections
Women as Candidates : Types of contestants in the elections
Women and Political Parties : National and Regional parties
Women's approach in top decision making bodies of the political parties

Unit-III

Governance through Democratic Decentralization:

Women's share in Politics – Evolutionary changes during pre-independence period
Women's movement for political participation since, 1930 in India
Post-independence period- Constitutional Rights, Political Rights of women and political power

Unit-IV

Women and Governance in Indian context:

Women in local government-Panchayati Raj and Urban governance
Women in State Assemblies and Parliament
Major issues, problems and remedial measures for women's effective participation in governance
73rd and 74th amendments to the Constitution of India and their representation in local bodies
Women's reservation Bill for upper bodies, current scenario, debate, Affirmative action

Unit-V

International Conferences for the advancement of Women:

First World Conference on women in Mexico 1975
Second World Conference on women in Copenhagen 1980
Third World Conference on women in Nairobi 1985
Fourth World Conference on women in Beijing 1995
Millennium Development Goals (UN: 2000 Agenda)

Recommended Readings:

1. Ambedkar, S.N. *Women Empowerment and Panchayati Raj*. Jaipur : ABD Publishers, 2005.
2. Devi, Laxmi. *Women in Politics Management and Decision Making*. New Delhi : Anmol Publishing Pvt. Ltd., 1998.
3. Kumar, Raj. *Women and leadership*. New Delhi : Anmol Publishers Pvt. Ltd., 2000.
4. Kumar, Raj. *Women in Politics*. New Delhi : Anmol Publishers Pvt. Ltd., 2000.
5. Sharma, S. P. *Rural Development and Panchayati Raj*. New Delhi : Vista International Publishing House, 2006.
6. Sharma, Sanjay Prakash. *Panchayati Raj*. New Delhi : Vista International Publishing House, 2006.
7. Singvi, L. M. *Democracy and the Rule of law*. New Delhi : Ocean Books Pvt. Ltd., 2002.

Paper-III : Issues in Women's Empowerment

Unit-I

Meaning of empowerment:

Need, Importance and nature of Women's Empowerment and its historical perspectives
Social aspects of Women empowerment
Problems for women's development in society
Transition of women towards new millennium

Unit-II

Change in livelihood:

Women's Economic activity rate
Women in Informal work and Women in employment : opportunities and limitation
Gender budgeting & Gender eye
Gender and Poverty alleviation
Women and micro-finance
Social safety for women in workplace

Unit-III

Status of girl child in India & Rajasthan:

Sex ratio, nutritional status & educational status
Practices limiting women's development : Child marriages, dowry, female feticide

Unit-IV

Issues and perspectives of empowerment:

Dalit, Tribal, other backward class women and Muslim women
National policy for the empowerment of women (2001)
New economic policy and its impact on women
Other economic policies at central and state level

Unit-V

Education as a tool of Women Empowerment:

Obstacles to Women Education – Social, Economic, Cultural and other factors
Limitation of formal system of education
Need for alternative system of education, non-formal education for women
Women in Higher Education, Science & Technology and Professional education

Recommended Readings:

1. Acharya, Meena & Ghimmire Pushapa. *Gender Indicators of Equality, Inclusion and Poverty reduction – measuring programme/project effectiveness, economic and political weekly*. Volume XL, P 4719-4728.
2. Arunachalam, Jaya. *Women's Equality : a Struggle for Survival*. New Delhi : Gyan Books Publishing House Private Limited, 2000.
3. *Gender equality and poverty reduction, Economic & Political Weekly*, Oct. 29, 2005, Volume XL, No. 44-45 (News Letter).
4. Maitreyi, Krishna Raj. *Women and Development, The Indian experience. SNTD Women's University & Monograph & Sociology*. Pune : Shubhada Saraswat Prakashan, 1988.
5. Narayan, Deepa. *Employment and Poverty reduction: A Source Book*. World Bank Publications, 2002
6. Rao, Nitya. *Women's rights to land and Assets, Economic & Political Weekly*. Oct. 19. 2005 (News Letter).
7. World Report on violence and health, Summary World Health Organization, Geneva, 2002.

Paper-IV: Women and Law

Unit-I

Human Right -Meaning, Concept
Universal Declaration of Human Rights:
Elimination of all form of discrimination against women
National Commission for Women and State Women Commission

Unit-II

Women in Independent India:
Preamble of the Constitution: Equality
Fundamental Rights and Women
Directive Principles of State Policy and Women
Uniform Civil Code towards Gender Justice

Unit-III

Laws related to Marriage: Hindu Marriage, Muslim Marriage
Guardianship: Right to Women to adopt a child
Problem of Women guardianship
Divorce: Indian Divorce Act,
Muslim Law and Hindu Law relating to divorce

Unit-IV

Law Related Employment and Participation of women in government:
Law related to protection of Women at the work place
Law related to protection of women from domestic violence

Unit-V

Criminal Law:
Arrest and Examination: Provision Cr.P.C. relating to Women
Molestation, wife beating, wrongful confinement, Fraudulent marriage
Adultery, abduction and Kidnapping, rape, execution of Capital sentence in the case of pregnant Women

Recommended Readings:

1. Bina, Agrawal. *Field of her own*. New Delhi : Kali for Women.
2. Butalia U & Sarkar (ed). *Women and the Hindu Rights*. New Delhi : Kali for Women – 1996.
3. Chakravarti, & Bangari, K. (eds). *Myths & Markets*. New Delhi: Manohar, 1999.
4. Cossman, B & Kapur, R (eds). *Subversive site*. New Delhi : Kali for Women, 1996.
5. Dule, L. (ed.). *The Women and House hold in Asia*. Series of Five volumes.
6. Feminism Debate on theory in EPW issues March 1995, June 3, 1995, June 10, 1996, July 11, 1995, Aug. 26, 1995, June 17, 1995.
7. Ghosh, J. "Gender concerns in Macro – economics Policy EPW. 30 April, WS-2.
8. Hasan, Zaya (ed). *Forging Identities: Gender Communities and Multiple patriarchies*. EPW 23, Dec. 1995.
9. Kanpur, Ratna (ed). *Feminist Terrains in Legal Domains*. New Delhi : Kali for Women 1996.
10. Mics, M. *Patriarchy and Accumulation on a world Scale: Women in international Division of Labour*. London : Zed, 1986.
11. Mies, M & Shiva, V. *Eco-feminism*. New Delhi : Kali for Women, 1993.
12. Sangari, K. *Politics of Possible*. New Delhi : Tulika, 1999.
13. Uberoi, P- (ed.) *State Sexuality & Social Reforms*. New Delhi : 1996.

TEPSE & HEPSN CENTRE
JAI NARAIN VYAS UNIVERSITY
JODHPUR



SYLLABUS

ON

Post Graduation Diploma in Rehabilitation Psychology

Norms, Regulations & Course Content

I Sem & II Sem

REHABILITATION COUNCIL OF INDIA

(Statutory Body under the Ministry of Social Justice and Empowerment)

B-22, Qutab Institutional Area, New Delhi – 110 016

E-mail: rehabstd@nde.vsnl.net.in, rheabstd@ndc.vsnl.net.in

Website: www.rehabcouncil.org

2022-2023

Curriculum Framework

POSTGRADUATE DIPLOMA IN REHABILITATION PSYCHOLOGY (P.G.D.R.P.)

Norms, Regulations & Course Content

2022-2023

**Effective from Academic Session 2018-19
One Year Duration**



Rehabilitation Council of India B-
22, Qutab Institutional Area, New
Delhi - 110 016

<http://www.rehabcouncil.nic>.

Postgraduate Diploma in Rehabilitation Psychology (PGDRP)

1.0 INTRODUCTION

The aim of the course is to prepare rehabilitation counselors who promote understanding of the situations and needs of people with disabilities and perform a vital role in the personal, vocational and educational adjustment of persons with disability within self-advocacy and community development model. The program is an ideal model for entry into the field of professional rehabilitation counseling and allows for the easiest avenue to registration under CRR.

The training program prepares prospective candidates in a variety of concepts, theories, and techniques to function in numerous settings such as state or private run rehabilitation centers, public and private schools and other organizations serving persons with physical, sensory or cognitive disabilities. The coursework for the program includes: history of the rehabilitation movement and its legislation, models of disability and rehabilitation theory, psychosocial implications of disabling conditions, theoretical understanding of psychological assessment and testing methods, evaluation of the psychosocial problems and counseling, education and vocational needs of clients, case management skills utilizing community resources and multidisciplinary approach. In summary, the successful trainees have the broad base of rehabilitation knowledge to serve people with disabilities and they also have the ability to counsel, support, and deal with their clients from a humanistic and holistic approach.

1.1 Distinguishing Features

Rehabilitation counseling is first level (entry) of a two-level series within rehabilitation psychology services and is distinguished from the second higher level (M. Phil in Rehabilitation Psychology) training program. The later is an independent full-fledged professional training with higher level of competency, responsibility and authority for providing services to clients with disability. The Rehabilitation Counselor cadre shall not be used as an under fill class for existing Rehabilitation Psychologist positions for providing services to clients with disability.

1.2 Typical Tasks

The successful candidates screen and evaluate referrals to determine potential eligibility for services; may make referrals to other resources as appropriate; assess family background, prior work experience and education, disability, and functional limitations; determine needs and coordinate medical and psychological assessments with concerned specialists and/or medical/psychology consultants; advice/refer for aptitude, intelligence and personality tests and provide interpretation of results to clients and their families; determine physical restoration requirements (e.g., surgery, physical therapy, artificial limbs, hearing aids) and training necessary for employability; coordinate needed services with other agencies and organizations; provide psychological, behavioral, career and vocational counseling to clients; develop and implements rehabilitation plans with each client and track progress through successful termination of the case.

2.0 AIM

The aim of the program is to train candidates in basic knowledge and skills necessary for rehabilitation counseling practice. The program includes core counseling courses (e.g. theories of counseling) and rehabilitation-specific coursework (e.g. assessment of persons with physical/sensory/developmental/ cognitive disability). The program allows the trainees to develop expertise in any one areas of rehabilitation counseling (for eg. school counseling) during the one-month extra-institutional placement, which occurs in the third quarter of the course/training.

2.1 Objectives

On completion of the course the trainees are expected to demonstrate:

- 2.1.1 An understanding of basic physical, sensory, developmental and cognitive impairments and effects such impairments have on functional performance.
- 2.1.2 Knowledge of commonly accepted interventions for various impairments and skill in communicating verbally and in writing the decisions made and explaining and answering questions.
- 2.1.3 Skill in interviewing and providing support and empathy to clients with disability and their families.
- 2.1.4 Ability to utilize the principles and practices used in counseling and in the provision of services to rehabilitation clients and facilitate the development of problem solving skills in individuals with disability.
- 2.1.5 Demonstrate an understanding of caregiver and family burden, suggest and/ or undertake interventions drawing on their knowledge and problem solving skills.
- 2.1.6 Ability to develop plans for vocational rehabilitation clients, and counsel, motivate, and inspire clients.
- 2.1.7 Ability to work within specific agency programs, operations, policies, and procedures affecting assigned work, and to coordinate the provision of services to clients with other agencies and organizations.
- 2.1.8 Ability to read and interpret psychometric reports (intelligence, aptitude, personality assessment etc.) provided by rehabilitation/clinical psychologists and explains the implications of findings to clients and their families and carry out the suggested counseling and/or remedial training with the clients (for eg. remedial training/intervention in children with disorders of scholastic skills, and counseling of families and children with behavioral and emotional disorders occurring in the home/school context)
- 2.1.9 Ability to develop and maintain effective working relationships with local employers and community social service agencies, and market clients' skills and abilities to potential employers.

3.0 INSTITUTIONS ELIGIBLE TO CONDUCT THE COURSE

- 3.1 Centers already recognized by the RCI for conducting M. Phil. Rehabilitation Psychology program are eligible to conduct the course. However, such centers need to apply for Council's permission before starting the course.
- 3.2 Institute/center catering to people with following disability are eligible to conduct the program.
- A) Specific developmental disability such as mental retardation, cerebral palsy, autism spectrum disorders, epilepsy or any disabling conditions found to be closely related to development processes, that limits/disrupt life activities such as learning, speech and language, mobility, self-help, and independent living begin anytime during developmental period (up to 18 years of age), and lasting throughout a person's lifetime.
 - B) Locomotor disability-congenital or acquired, including leprosy-cured.
 - C) Sensory impairments such as hearing or vision and both.
 - D) Multiple disabilities.
 - E) Traumatic/burn injuries.
 - F) Postgraduate Department of Psychology at universities having attachment or an MOU with any of the Rehabilitation centers (specified in A to E) to place the trainees for hands-on experience
 - G) Govt. Hospital (MOU)
- 3.3 There shall be at least two regular rehabilitation/clinical psychology faculty members on fulltime basis at the center, one of them with at least 5 years of post-qualification (RCI recognized M.Phil. Rehabilitation Psychology or Clinical Psychology degree) experience.

4.0 REGULATIONS OF THE COURSE

4.1 Number of Seats

Since the course involves hands-on training, the number of candidates registered for the course will depend on the availability of qualified clinical psychology/rehabilitation psychology faculty working fulltime in the concerned institute and the clinical material available at the center. In order to make the training effective, therefore, the intake of the students shall not exceed the following ratio.

RCI Registered Rehabilitation/Clinical Psychologist working fulltime on regular basis -
Candidate ratio shall be, 1: 5

4.2 Entry requirement

Minimum educational requirement for admission to this course will be

- a. Bachelor's degree (regular mode) with general psychology courses in all the three years, or
- b. Master's degree in any branch of psychology either in regular or distance mode, or
- c. Master's degree in counseling psychology either in regular or distance mode

with a minimum of 55% marks in aggregate. For SC/ST/OBC category, minimum of 50% marks in aggregate is essential. Entry qualification shall be from a UGC recognized university.

4.3 Admission Procedure

A selection committee constituted by the University/ Institute shall make admission on the basis of aggregate percentage of marks, academic achievements and experience, if any, in the field of rehabilitation reservation as per state Govt.

4.4 Duration

4.4.1 This is a fulltime training course with opportunities for appropriate practicum and supervised experiences for one academic year.

4.4.2 The candidates shall be posted at any other specialty center for a period of one-month duration during the third quarter of the training.

4.5 Attendance

4.5.1 Course of training must continuously be pursued and complete all the course requirements within a stipulated period from the date of enrollment.

4.5.2 A minimum attendance of 80% shall be necessary for appearing for qualifying examination.

4.5.3 Fifteen days leave shall be permitted during the entire course period.

4.6 Fee Structure

The prescribed tuition and examination fee as laid down from time to time by the concerned institution shall be paid by the candidates.

4.7 Content of the Course (See section 5.0 for subject wise syllabus.)

(Theory)

Semester -I

Paper I : Disability and Rehabilitation

Paper II : Psychosocial Issues in Disability

Semester -II

Paper III : Rehabilitation Assessment and counseling

Papers IV : Community Based Rehabilitation

Semester -I

Practical : Rehabilitation Interventions and viva voce
(Vocational training for one Special need
Children)

Semester II

Practical :Five fully worked-out Rehabilitation Counseling Records which include case formulation, problem areas elicited, type and technique/s employed to resolve the problems, and the processes of counseling. Out of five records, two shall be related child cases including one from multiple disabilities. Application of diagnostic test.

Semester -II

4.8 Minimum prescribed clinical work during the training.

	By the end I year
1) Assessment & workup of client and/or family	25 Cases
2) Counseling of persons and/or family with disability (Out of 25 cases 5 normal children and 5 special, need children)	25 Cases

4.9 Internal Assessment

In each subjects of Group – A, 30% marks shall be determined on the basis of two internal exams (theory and practical), each conducted for 30 marks. The marks so obtained are added to the marks allocated to the respective subjects in the final examinations. The results of the final examinations will be declared on the basis of the total so obtained.

4.10 Examination (Semester I and Semester II as per University norms)

- a) Before appearing for the qualifying examination a candidate should have done the minimum prescribed clinical work as outlined in section 4.8. The logbook duly certified by the concerned supervisors shall be submitted at the time of examination for an evaluation of the clinical work done by the board of examiners.
- b) A candidate failing in any of the Semester I or Semester II Subjects has to appear again in semester I and Semester II Subject under ATKT Scheme implemented by JNVU Jodhpur
- c) All candidates have to complete the course successfully within a period of three years from the year of admission to course, and within three attempts.
- d) The examination is held twice a year. The dates for supplementary examinations shall be worked out by the concerned universities depending upon the start of the academic year.
- e) The medium of instruction and examination shall be in English/Hindi

h) 4.11 Scheme of Examination

			Marks		
Papers Title		Duration	Final Examination (Maximum)	Internal Assessment (Maximum)	Total
Semester I <u>(Theory)</u>					
Paper I:	Disability and Rehabilitation	3 hr.	70	30	100
Paper II:	Psychosocial Issues in Disability	3 hr.	70	30	100
Semester II <u>(Theory)</u>					
Paper III:	Rehabilitation Assessment and Counseling	3 hr.	70	30	100
Paper IV:	Community Based Rehabilitation	3 hr.	70	30	100
Semester I <u>(Practical)</u>					
Practical:	Rehabilitation Interventions and viva voce		70	30	100
<u>Semester II (Practical)</u>					
Submission of five fully worked-out Counseling record – formulation, type, technique/s and processes of counseling and viva exam		None		100	100
Internship				Grade	

4.12 Board of Examination

The University will conduct the examinations having a board consisting of two examiners of which one shall be an external Rehabilitation/Clinical Psychology faculty appointed for this purpose, and the other shall be an internal Rehabilitation/Clinical Psychology faculty. Both internal and external examiners shall evaluate each theory paper and conduct the practical including viva-voce examination.

4.13 Minimum for Pass

No candidate shall be declared to have passed the course unless he/she obtains not less than 50% of the marks in:

- i) Each of the theory paper Semester I and Semester II
- ii) Practical and viva-voce examination Semester I and Semester II
- iii) Internship

5.0 SUBJECT WISE SYLLABUS

The syllabus for each theory paper is as appended below. It is desired that each units of papers be covered with at least 4-hr. of input in the form of didactic lectures, seminars, tutorials/topic discussion as deemed fit depending on content nature of the units. Approximately 80-hr of theory teaching shall be required in the entire course (in all 20 units have been worked out from four theory papers), in addition to opportunities for learning through rehabilitation case management and work-ups.

6.0 CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in field of professional rehabilitation counseling in India. As continuous professional growth is necessary for the renewal of the certificate, the **Rehabilitation Counselors** should undergo in-service programme periodically to update their professional knowledge.

Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India. The successful students will be registered as **Rehabilitation Counselors** (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.

Syllabus

Paper – I : Disability and Rehabilitation

Hours: 60 Hours

- Unit I: Introduction – Overview of the profession, history and growth of rehabilitation field, areas of specialization, current issues and trends in different areas of rehabilitation, magnitude and incidence of disability, cost of disability, major national reports and surveys
- Unit II: Concepts and theory – Impairment, disability and handicap, types and causes of impairments, realms of impairments, concept of functional capacity, coping and well-being, quality of life and its functional domains, content areas, methods of assessment, specific and global indicators of quality of life
- Unit III: Disability and Rehabilitation – Models of disability and rehabilitation, enabling–disabling processes, impact of the physical, social and psychological environments on the enabling– disabling processes, effects of disability on participation, psychosocial theories of adjustment, strategies to enhance adjustment, functional limitations and strategies to reduce and accommodate limitations
- Unit IV: Disability through life-cycle – Specific problems pertaining to each stage of life - childhood, adolescence, young adulthood, middle age, and older adulthood, and adapting strategies
- Unit V: Ethics and policy issues – Rehabilitation ethics, rehabilitation policies and Acts(Persons with Disabilities Act, The National Trust Act, Mental Health Care Act, Rehabilitation Council of India Act, UNCRPD), assistance, concessions, social benefits and support from government, and voluntary organizations; contemporary challenges, civil rights and legislation, empowerment issues

References:

Book should be of Latest Edition

Encyclopedia of Disability, Gary L. Albrecht, Vol. 1 – 5, Sage Publications, Chicago, 2006

Encyclopedia of Disability and Rehabilitation, Arthur E. Dell Orto and Robert P. Marinelli (Eds.), MacMillan Reference Books, 1995

Perspectives on Disability and Rehabilitation: Contesting Assumptions, Challenging Practice, Karen Whalley Hammell, Churchill Livingstone, 2006

Status of Disability in India – 2012, Rehabilitation Council of India, New Delhi.

Development and Disability, Lewish, Blackwell Publishers, U.K., 2003

Learning Disabilities: The interaction of students and their environments, Smith, C.R., Allyn and Bacon, Boston, 2004

The handbook of Autism: A guide for parents and professionals, Aarons, M. and Glittens, T., Routledge, New York, 1992

The Persons of Persons with Disabilities Act, Ministry of Social Justice & Empowerment, Government of India, New Delhi, 2016

The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, Government of India, New Delhi, 1999

Yuker, H. E. (Ed). (1988). Attitudes Toward Persons with Disabilities. New York: Springer Publishing Company.

Dell Orto, A. E., & Marinelli, R. P. (Eds.) (1995). Encyclopedia of disability and rehabilitation. NY: Simon & Schuster Macmillan.

Eisenberg, M. G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). Medical aspects of disability: A handbook for the rehabilitation professional (2nd ed.). NY: Springer.

Jena, S.P.K.(2013). Learning Disabilities: Theory to Practice, New Delhi. Sage Publication

Sagar, R. (Ed.) (2014). Specific Learning Disorder: Indian Scenario. New Delhi: Department of Science and Technology, Govt. of India

Smart, J. (2012). Disability across the Developmental Life Span: For the rehabilitation counselor. New York: Springer Publishing Company.

Paper II : Psychosocial Issues in Disability

Hours: 60 Hours

- Unit I: Stress and Coping Style – Stress due to disability, threat to life and physical well being, body image, independency, autonomy and control, self-concept, self esteem, life goals and future plan, invisible disabilities, marginalization, Denial, regression, compensation, rationalization, emotional reaction – grief, loss, guilt and fear, coping styles and strategies, stages of adaptation and adjustment, factors impeding adjustment to disability and disabling processes, psychological control
- Unit II: Mental health issues – Psychopathological reactions such as anxiety, depression, adjustment problems, other co-existing mental morbidity, emotional and behavioral disorders in children and adolescents, problems related to marital and sexual life, abuse and exploitation, substance use, interventions for mental illnesses
- Unit III: Family issues – Relationship issues with family, problems of families of disabled adults and children, impact of disability on family, family burden, needs of family and models of family adaptation, intervention to strengthening family support to disabled
- Unit IV: Social issues – Societal attitudes toward disabilities, measurement of attitude and strategies for attitude change, social environment, social participation, social interaction, social network and support, disabling factors, prejudice, stigma, discrimination, marginalization, gender disparity
- Unit V: Vocational issues - Career competency, career development issues, work related stress, economic independence, well-being, assistive devices for activities of daily living, mobility aids, at work place, sensory devices, environment modifications and universal designs, needed support system

References:

Book should be of Latest Edition

Mary Ann Bruce and Barbara Borg (2001). Overview - Psychosocial Frames of Reference, SLACK, Incorporated, 2001

Dunn, D. S. (2000). Social psychological issues in disability. In R. G. Frank & T. R. Elliott (Eds.), *Handbook of Rehabilitation Psychology*. Washington, D.C.: American Psychological Association.

Wright, B. A. (1983). *Physical Disability: A Psychosocial Approach*, 2nd ed. New York: Harper and Row.

Backman, M. (1989). *The Psychology of the Physically Ill Patient: A Clinician's Guide*. New York: Plenum Press.

Caplan, B., & Shechter, J. (1987). Denial and depression in disabling illness. In B. Caplan (Ed.) *Rehabilitation Psychology Desk Reference*. Aspen Systems Corp.

Cash, T. & Pruzinsky, T. (2002). *Body Image: A Handbook of Theory, Research, and Clinical Practice*. New York: Guilford Publications.

Rohe, D. E. (1998). Psychological aspects of rehabilitation. In J. A. DeLisa & B. Gans (Eds.)

Rehabilitation Medicine: Principles and Practice, 3rd Edition. Philadelphia: Lippencott-Raven, 189-212.

Snyder, C. R. (1999). *Coping: The Psychology of What Works*. London: Oxford Press.

Wortman, C. B., & Silver, R. C. (1989). The myths of coping with loss. *J Consult Clin Psychol*, 57(3), 349-57.

Devy John (1994). *Introduction to Social Psychology*

Ahuja, N. (2011). *A Short Textbook of Psychiatry*. New Delhi: Jaypee Brothers Medical Publishers Pvt. Ltd..

Jahan, M. (2016). *Manasik Rog*. Ahuja Book Company Pvt. Ltd., New Delhi

Singh, R., Yadava, A. & Sharma, N. R. (Eds) (2005). *Health Psychology*. New Delhi: Global Vision Publishing House.

Goreczny, A. J. (Ed) (1995). *Handbook of Health and Rehabilitation Psychology*. New York: Plenum Press.

Paper III : Rehabilitation Assessment and Counseling

Hours: 60 Hours

- Unit I: Assessment – Need for assessment in counseling, assessment-based model for decision making, planning, and implementing individualized interventions, various instruments used for assessing cognitive, learning, behavioral, and emotional functioning, social and emotional development, assessment of perception of the problems and potential to participate and benefit from interventions, and assessing intervention efficacy
- Unit II: Theory and concepts – Definition and goals of rehabilitation counseling, theories and techniques, counselor role, boundaries of confidentiality, ethical guidelines in counseling activities, concept of dual relationships, professional challenges in counseling and conflict resolutions, models, spiritual, culture and gender issues in counseling
- Unit III: Intervention Approaches – Individual counseling approaches viz. non-directive, existential, humanistic, person-centered, cognitive and behavioral counseling, and behavior modification, techniques of remedial training for scholastic/learning problems
- Unit IV: Specific Interventions – Specific intervention for developing social skills, academic skills, assertiveness, anger management, addressing anxiety/mood disorders, assessing family functioning, its strengths and resources, family counseling, crisis intervention
- Unit V: Vocational counseling – Assessment and components of vocational counseling viz. identifying interests, goals and plans, and counseling during the training and job placement processes, scheme related to skill development

References:

Book should be of Latest Edition

Carpener B, (2002). Families in Context, Emerging Trends in Family Support and Intervention, David Fulton Publishers Ltd., London.

Ben-Yishay, Y. & Diller, L. (1993). Cognitive remediation in traumatic brain injury: Update and issues. *Archives of Physical Medicine and Rehabilitation*, 74, 204-213.

Hansen, S. L., Guenther, R., Kerkhoff, T. & Liss, M. (2000). Ethics: historical foundations, basic principles and contemporary issues. In R. G. Frank & T. R. Elliott (Eds.), *Handbook of Rehabilitation Psychology*. Washington, D.C.: American Psychological Association.

Kerkhoff, T., Hanson, S., Guenther, R., & Ashkanazi, G. (1997). The foundation and application of ethical principles in rehabilitation psychology. *Rehabilitation Psychology*, 42 (1),17-30.

Shewchuk, R., & Elliott, T. (2000). Family caregiving in chronic disease and disability. In R. G. Frank & T. R. Elliott (Eds.), *Handbook of Rehabilitation Psychology*. Washington, D.C.: American Psychological Association

Goodheart, C. & Lansing, M. H. (2001). *Treating People with Chronic Disease: A Psychological Guide*. Washington, D.C.: American Psychological Association.

Meichenbaum, D., & Turk, D. (1987). *Facilitating treatment adherence: A practitioner's guidebook*. New York: Plenum Press.

Radnitz, C. L., Bockian, N., & Moran, A. I. (2000). Assessment of psychopathology and personality in people with physical disabilities. *Handbook of Rehabilitation Psychology*. Eds. Frank, R.G., Elliott, T.R. Washington, D.C.: American Psychological Association. 287-309.

Corthell, D. S. (Ed.) (1997). *Traumatic Brain Injury and Vocational Rehabilitation*. Menomonie, WI: University of Wisconsin- Stout.

Fraser, R. (1991). Vocational evaluation. *Journal of Head Trauma Rehabilitation*, 6, 46-58.

Rao, N., & Kilgore, K. U. (1992). Predicting return to work in traumatic brain injury using assessment scales. *Archives of Physical Medicine and Rehabilitation*, 73, 911-916.

Rohe, D. E., & Athelstan, G. T. (1982). Vocational interests of persons with spinal cord injury. *Journal of Counseling Psychology*, 29 (3), 283-291.

Rohe, D. E., & Athelstan, G. T. (1985). Change in vocational interests after disability. *Rehabilitation Psychology*, 30 (3), 131-143.

Rohe, D. E. & Krause, J. S. (1998). Stability of Interests After Severe Physical Disability: An 11-Year Longitudinal Study. *Journal of Vocational Behavior*, 52, 45-58.

Szymanski, E. M. (2000). Disability and vocational behavior. In R. G. Frank & T. R. Elliott (Eds.), *Handbook of Rehabilitation Psychology*. Washington, D.C.: American Psychological Association

Gladding, S. T. (2014). *Counselling: A comprehensive profession*. Pearson Education Inc. (Published by Dorling Kindersley (India) Pvt. Ltd., Noida for India).

Hough, M. (2014). *Counselling Skills and Theory*. Italy: Hodder Education.

Whiston, S. C. (2009). *Principles and Applications of Assessment in Counselling*. CA: Brooks/Cole Cengage Learning.

Paper IV : Community Based Rehabilitation

Hours: 60 Hours

- Unit I: Goals and Objectives – Definition of CBR, Goals and objectives, key principles - equality, social justice, solidarity, integration and dignity
- Unit II: Components – Creation of a positive attitude, provision of rehabilitation services, education and training opportunities, creation of micro and macro income generation opportunities, provision of long term care facilities, prevention of causes of disabilities and monitoring & evaluation
- Unit III: Role of CBR professionals – As local advocates, liaison and continuity of care, continued supervision of home programs, community initiatives to remove barriers that affect exclusion, advocacy
- Unit IV: Initiatives – Social counseling, training in mobility and daily living skills, community awareness raising, facilitating access to loans, vocational training, information for local self-help groups, contacts with different authorities, school enrolment
- Unit V: Empowerment issues – Approaches for empowering - social mobilization, political participation, communication, self help groups and organization working for persons with disabilities

References:

Book should be of Latest Edition

Helander Einar (1999). Prejudice and Dignity – An Introduction to Community Based Rehabilitation, Second Edition, United Nations Development Program, NY

Community Based Rehabilitation and the health care referral services (1994), World health Organization

Community Based rehabilitation for and with people with disabilities (1994), UNESCO (Special Education) , WHO

Jonsson Ture (1994). Inclusive Education – United Nations Development Program

David Werner. Disabled Village Children: a guide for community health workers, rehabilitation workers families, The Hesperian Foundation, USA.

Einar Helander, Padmani Mendis and Gunnel Nelson. Training disabled people in the Community — a manual on CBR for developing countries, WHO, Switzerland.

Community Based Rehabilitation —Report of a WHO International Consultation, Colombo, Lanka,

Scheme of assistance to Organizations for disabled persons, Ministry of Social Welfare, Govt. of India, New Delhi.

Govt. of India Scholarships for the disabled persons: Ministry of Social Welfare, Govt. of India, New Delhi.

Programmes and Concessions for the disabled persons: Ministry of Social Welfare, Govt. of India, New Delhi.

Einar Helander (1984). Rehabilitation For All: a guide to the management of CBR

M.C. Narasimhan and A.K. Mukherjee. Disability: a Continuing Challenge, Wiley Eastern Ltd.,

Training Manual for Village Rehabilitation Workers, District Rehabilitation Centre Scheme, Ministry of Welfare, Govt. of India published by Wiley Eastern Ltd.

Mrs.Achala Pahwa (Ed.). Manual on Community Based Rehabilitation. Ministry of Social Welfare, Govt. of India.

Pilling, A. (1991). Rehabilitation and Community Care. London: Routledge



JAI NARAIN VYAS UNIVERSITY, JODHPUR

SYLLABUS

**DIPLOMA COURSE
ON
WILDLIFE SCIENCE**

Year 2022-23

**Wildlife Research and Conservation Awareness Centre
Faculty of Science, J N Vyas University, Jodhpur (Raj.)**

12/4/2022

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DIPLOMA COURSE ON WILDLIFE SCIENCE

Wildlife Science is the study that not only seeks to meet the increasing demand for research and monitoring of wildlife and their habitats, and provides trained biologists to further the cause of wildlife conservation. Students having a background in the basic sciences (maths, chemistry, physics, biology, forestry, Environment and relevant fields), learn the basic ecological principles and evolutionary forces affecting wildlife and their habitats. This course work will then address the assessment and management of wildlife resources as well as the biology and natural history of various taxa in the both Aravalli and Desert ecosystem of Western Rajasthan. Students will have chance to enhance their career opportunities via taxonomic proficiency with one or more plant or animal groups, or special skills such as GIS. We will also try to enhance our network to engage students in renowned NGO's and organisations of the field further helping them gaining experience as an intern, volunteer, or paid employee of a conservation agency. The course helps students to build careers with state and central agencies as well as an array of domestic and international non-governmental organizations. Diverse job responsibilities of the field include management of wildlife on state, Central or private lands; inventory and assessment of wildlife populations and associated habitats; and interaction with the public to convey the values of wildlife conservation programs. Students who excel academically will be awarded with Diploma in Wildlife Science, which can greatly expand employment opportunities and is often necessary for even entry-level, career-track positions. With a diploma in forestry or wildlife conservation, the student may be able to find a job as a forest conservation worker. This job involves managing forest lands and maintaining facilities in the forest.

Course objectives

- Wildlife biodiversity conservation in Western Rajasthan (Aravalli and Desert ecosystem) and train personnel at various levels for conservation and management of biodiversity and wildlife.
- Build up scientific acquaintance on wildlife and biodiversity resources.
- Collaborate with various national and international organizations along with wildlife NGO's on biodiversity and wildlife research, management and training.
- To build research skills within the students for effective wildlife conservation and management.
- Public awareness and support for nature conservation activities through campaigns.


12/4/2020




12/4/2020

Theory Papers

Paper – I: Wildlife Ecology and Conservation Biology

Unit – 1

Taxonomy and Animal Systematics, Invertebrates, Ichthyology, Herpetology, Ornithology and Mammalogy and Behavioural Ecology

Unit – 2

Fauna and flora of Rajasthan with special reference to the Thar Desert, Threats to the biodiversity, Sacred groves, Human wildlife conflict, Environmental Impact Assessment

Unit – 3

National parks, Tiger Reserves and Wildlife Sanctuaries of Rajasthan, Protected Areas of India – National Parks, Wildlife sanctuaries, Tiger Reserves, Biosphere Reserves

Unit – 4

Biogeographical classification of India, Natural resources and their conservation, Heritage conservation

Unit – 5

Wildlife trade, Traffic, IUCN, CITES, Red data Book and The Wildlife Protection Act, 1972
Ecotourism, Wildlife related NGOs of India


12/4/2022



Paper – II: Fundamentals in Wildlife Science

Unit – 1

Basic concepts and structure of ecosystems: Abiotic and biotic components, Biodiversity, type of Biodiversity, trophic levels: autotrophs, heterotrophs, saprotrophs; food chains, food webs, Pollution: Definition and types, Global warming, green house effects, ozone layer depletion, acid rain.

Unit – 2

Champion & Seth's classification of Indian Forest. Major natural habitats of Rajasthan – deserts, grasslands and forests, Key agencies contributing in wildlife crime enforcement, Central Zoo Authority (CZA), Protocol of handling and transport of wild animals

Unit – 3

Fundamentals of landscape ecology; basics of cartography, Principles and working on remote sensing and Global Positioning System (GPS); Basics of remote sensing and Geographical Information System (GIS), Role of mobile application in wildlife studies

Unit – 4

Sampling designs for population estimation, Population estimation methods, Techniques in Animal Behaviour studies: sampling methods; ad-libitum focal animal all occurrences, sequence, one zero & scan sampling, Importance of wildlife health studies in population management

Unit – 5

Bio-statistics and its application in wildlife studies, some statistical terms (Data, variable, sampling universe, sampling unit, sample size, accuracy and precision). Applied Bio-statistics: Analysis of variance, Coefficient of determination, Chi-square test



Practical

Board – I (Based on Paper I)

- Horn / antler identification.
- Study of pugmark and other indirect evidences of carnivores and herbivores
- Quantification of flora using vegetation sampling methods (Estimation of species dominance, frequency, density using quadrat / plot methods)
- Identification of poisonous and non-poisonous snakes
- Identification of flora and fauna of Thar Desert/Aravalli range or and wildlife protected area
- Bird watching and identification of resident and migratory birds and prepare a checklist of birds of given area
- Seminar on assignment
- Orientation tour

Board – II (Based on Paper II)

- Introduction of GPS, Binoculars, Compass, Rangefinder
- Remote Sensing: Geo referencing & rectification and Radiometric correction,
- Map making in QGIS and use of Google Earth
- Internship / Dissertation Presentation

Orientation Tour (Field visit)

Duration: 4-7 Days

Orientation tour to observe wildlife signs and evidences for presence of wild species and detail studies on animal ecology and vegetation in their habitat. There will be field visit at National Park, Wildlife Sanctuaries, Zoo, other wildlife rich area for orientation of techniques. A report of this visits will be submitted as part of the Practical work.

Internship /Dissertation

Duration: 25-30 Days

The students will undertake the internship work on the assigned topic on various issues, problems, themes at wildlife protected areas

 12/11/2022







Eligibility: Graduates of science discipline

B.Sc. in Forestry Science OR

B.Sc. with Chemistry and any one of the following subjects: Anthropology / Bio-Chemistry / Bio-Physics / Bio-Technology / Botany / Chemistry/Computer Science/Nursing/ Veterinary science/ Genetics /Mathematics /Micro-Biology/Pharmacy/ Physics/ Statistics/Zoology/Botany or equivalents.

Total seats: 25

Minimum number of candidates required for start of course: 10

Financial matter

Admission fee: Rs 10000/- per student + University fee and Tour or field visit charges extra

Income from fee = Rs 10000 X 25 = Rs 2,50,000 /-

Expenditure

One skilled person @ Rs 6500 for one year = Rs 78000/-

Contingency = Rs 22,000 /-

Consumable items = Rs 50,000 /-

Lectures @500 rupees = Rs 1,00,000 /-

Resource persons for the course

Faculty member from the department of Zoology/Botany/ Geology/Geography J N V University and Visiting or Guest Faculty from other department or institute / organization of the country

Course Description

Duration: 12 Months

Theory Paper – Two

Practical paper – Two

In view of the course content will be as follows:

Three theory lectures per day = 3 : 0 : 0

One practical per week = 0 : 0 : 1

Annual System: The duration of the course will be 250 lectures. The exam will be conducted on annual basis.

 12/4/2022






Exam Scheme: Examination will be of 100 marks as follows:

Theory Exam

Part-A: Multiple choice questions – 10 marks

Part-B: Short answer type pattern – 20 marks

Part-C: Essay type question - 30 marks

Practical Exam

Part-A: Practical exercise – 25 marks

Part –B: Seminar/Tour report/dissertation - 15 marks

Distribution of marking scheme:

Passing marks shall be 36% of the aggregate marks in all the theory papers and practicals and not less than 25% marks in an individual theory paper.

A candidate is required to pass in the written theory and practical examinations, separately.

The successful candidates will be placed in the following divisions on the basis of marks obtained in final examination:

First division 60% and above;

Second division 48% and above; and

Third Division 36% and above.

Attendance: Students have to attend lectures, practical and field tours and a minimum of 75% attendance is required in order to be allowed to appear in the main examination.

Suggested Reading Materials (Books)

- A Naturalists Guide to Butterflies of India Author: Peter Smetacek
- A Pictorial Field Guide to Birds of India Author: Bikram Grewal, Sumit Sen, Sarwandeep Singh, Nikhil Devasar, Garima Bhatia
- Snakes of India The Field Guide Author: Romulus Whitaker and Ashok Captain
- Indian Mammals A Field Guide Author: Vivek Menon
- Remote Sensing of the Environment: An Earth Resource Perspective Author: John R. Jensen



JAI NARAIN VYAS UNIVERSITY, JODHPUR

SYLLABUS

**DIPLOMA COURSE
ON
WILDLIFE ECOTOURISM**

Year 2022-23

**Wildlife Research and Conservation Awareness Centre
Faculty of Science, J N Vyas University, Jodhpur (Raj.)**

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DIPLOMA COURSE ON WILDLIFE ECOTOURISM

Ecotourism is combination of Ecology, Wildlife and Tourism. It promotes me an important economic activity in and around the Jodhpur district of Rajasthan. Ecotourism provides opportunities for visitors to experience powerful manifestations of nature as well as culture and to learn about the importance of biodiversity conservation and local cultures. At the same time, it generates income for communities living in rural and remote areas. With the increasing popularity of Wildlife Biology, Eco-tourism and allied fields like wildlife and adventure (sport) based tourism, the existing travel agencies, resorts and chains of hotels find it difficult to satisfy the needs of tourist for information, assistance and guidance. Hon'ble Supreme Court of India directed to introduce environmental science courses in school, colleges and universities. Thus, with increasing demands of environmental education, schools, colleges, government and private bodies (Corporates) are augmenting their interest in conservation activities. Sometimes they even invest crores of rupees in ameliorative programmes under Corporate Social Responsibility strategies. But ecotourism and conservation areas have a great deficiency of qualified personnel, who can guide, lead or organize tours and other programmes into the realm of nature. Certainly, this course intends to develop qualified professionals with skills, information and know-how of eco-tourism and conservation so as to step into high-end jobs or become entrepreneurs.

Purpose: The course in wildlife ecotourism, is to foster and appreciate nature culture by promoting conservation, supporting sustainable community development, negative impacts. Assessment and providing the active and beneficial involvement of local communities. Ecotourism enables communities to thrive economically while preserving and restoring the natural resources on which the travel and tourism industry and local communities depend. This program aims to strengthen the professional and train the local people for their livelihood through skill development program.

Course Objectives

- To produce qualified students who can get job in the area related to biodiversity, conservation and tourism
- To provide and develop skilled manpower in the field of wildlife ecotourism
- To develop ability to discuss the importance of the local ecology, wildlife, culture, community development, community-based ecotourism concept as well as current trend in wildlife ecotourism
- To equip students with practical skills in wildlife Tour Guiding and ecotourism
- To create awareness about Nature Conservation among people



Theory Papers

Paper – I: Biodiversity Conservation

Unit – 1

Biodiversity, type and importance; Threats to the biodiversity; Ecosystem, structure and types: Natural and man-made ecosystem

Unit – 2

Fauna and flora of Rajasthan with special reference to the Thar Desert; Sacred groves; Human wildlife conflict; Environmental impacts with special reference to wildlife.

Unit – 3

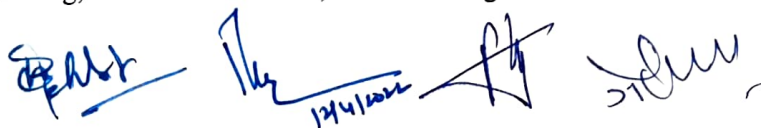
Famous biodiversity rich areas: Desert National Park, Machia Biological Park, Guda Bishnoian Conservation Reserve, Sardarsamand, Kumbhalgarh Wildlife Sanctuary, Mount Abu Wildlife Sanctuary Talchhaper Wildlife Sancturay and their conservational threats

Unit – 4

Biogeographical classification of India; Natural resources and their conservation; Heritage conservation

Unit – 5

Wildlife trade, Traffic, IUCN, CITES, Red data Book and The Wildlife Protection Act, 1972
Global warming, Green houses effect, Climate change



Paper – II: Ecotourism and Conservation Education

Unit – 1

Different concepts of ecotourism: ecotour, ecodestination. Key stakeholders in ecotourism. Role of ecotourism in conservation, Environmental awareness creation, Methods of mitigating adverse impacts of tourism

Unit – 2

Activities involves in ecotourism: Hiking, mountain climbing, eco-cycling, living in natural habitats, wildlife sightings including bird watching, camping, cultural activities, etc. Cultural-heritage, Architecture of fort, religious sites in Rajasthan, Wildlife-Tourism and conservation related issues

Unit – 3


Eco-tourism spots in India: National Parks, Wild life sanctuaries, Tiger Reserves, Biosphere Reserves, Desert and other protected areas.

Unit – 4

Dos & Don'ts in field visit with tourist, Field safety of tourists, Best destinations of Ecotourism in Rajasthan, Role of NGOs in wildlife conservation, Indian NGOs and their contributions

Unit – 5

Air, water, noise and thermal pollution, Social and ecological impact of tourism, Role of ecotourism in UNDP, Ministry of Tourism GOI and Govt. of Rajasthan

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Practical

Board – I (Based on Paper I)

- Identification of flora and fauna of Thar Desert/Aravalli range
- Identify and prepare a checklist of birds of given area
- Tour report of any visited wildlife rich area

Board – II (Based on Paper II)

- Visit of historical and cultural heritage of Rajasthan
- Project report of any visited historical or cultural heritage or ecotourism destination.

Visits to nearby Biological Park, Zoo, Museum, Forest, Fort, historical place, Nursery or any other relevant site. After the visited, a report will be submitted a part of the Practical work.

Orientation Tour (Field visit)

Duration: 2-5 Days

Orientation tour for observations of wildlife signs and evidences of wild species and detail studies on animal ecology and vegetation in their habitat.

Internship / Dissertation Project Report

Duration: 1 month

The students will undertake the internship work on the assigned topic on various issues, problems, themes, case studies, tourism organization study at historical or cultural heritage or ecotourism destination.

In view of the course content will be as follows:

Three theory lectures per day = 3: 0: 0

One practical per week = 0: 0: 1

Eligibility: Graduates of any discipline

Total seats: 25

Minimum number of candidates required for start of course: 10

Financial matter

Admission fee: Rs 8000/- per student + University fee and Tour or field visit charges extra

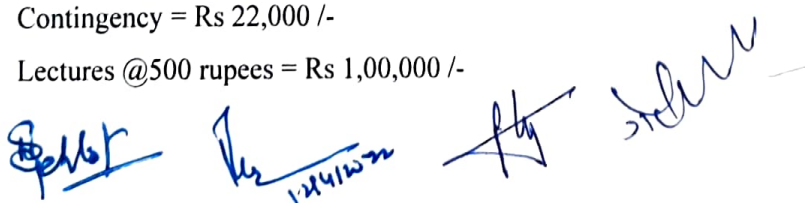
Income from fee = Rs 8000 X 25 = Rs 2,00,000 /-

Expenditure

One skilled person @ Rs 6500 for one year = Rs 78000/-

Contingency = Rs 22,000 /-

Lectures @500 rupees = Rs 1,00,000 /-



Resource persons for the course

Faculty member from the department of Zoology/Botany/ Geology/Geography of J N V University Jodhpur and resource person or subject experts from other department or institute / organization of the country

Annual System: The duration of the course will be 200 lectures. The exam will be conducted on annual basis.

Course Description

Duration: 12 Months

Theory paper – Two

Practical paper – Two

Exam Scheme: Examination will be of 100 marks as follows:

Theory Exam

Part-A: Multiple choice questions – 10 marks

Part-B: Short answer type pattern – 20 marks

Part-C: Essay type question - 30 marks

Practical Exam

Part-A: Practical exercise – 25 marks

Part-B: Seminar/Tour report/dissertation - 15 marks

Distribution of marking scheme

Passing marks shall be 36% of the aggregate marks in all the theory papers and practicals and not less than 25% marks in an individual theory paper.

A candidate is required to pass in the written theory and practical examinations, separately.

The successful candidates will be placed in the following divisions on the basis of marks obtained in final examination:

First division 60% and above;

Second division 48% and above; and

Third Division 36% and above.

Attendance: Students have to attend lectures, practical and field tours and a minimum of 75% attendance is required in order to be allowed to appear in the main examination.

Suggested Reading Materials (Books)

- Prater: Indian mammals
- David fennel, 2008. Ecotourism. 3rd edition. Routledge, Taylor and Francis Group Publication.
- Stephen Wearing and John Neil, 1999. Ecotourism: Impact, potential and possibilities. Butterworth-Heinemann, Oxford Publication.
- Fernando Ramirez and Josefina Santana, 2019. Environmental education and ecotourism. Springer.

The bottom of the page features several handwritten signatures in blue ink. From left to right, there is a signature that appears to be 'Prater', followed by a signature that looks like 'David Fennel', and then a signature that appears to be 'Stephen Wearing'. Below these signatures, the date '12/4/2020' is written in blue ink.

TEPSE & HEPSN CENTRE
JAI NARAIN VYAS UNIVERSITY
JODHPUR



SYLLABUS
ON
Advanced Diploma in
Child Guidance and Counselling
Norms, Regulations & Course Content
I Sem & II Sem

REHABILITATION COUNCIL OF INDIA

(Statutory Body under the Ministry of Social Justice and Empowerment)

B-22, Qutab Institutional Area, New Delhi – 110 016

E-mail: rehabstd@nde.vsnl.net.in, rheabstd@ndc.vsnl.net.in

Website: www.rehabcouncil.org

2022-2023

Advanced Diploma in Child Guidance & Counselling

VISION

To create professional and personal growth opportunities for those working with children and child related systems so as to enable children to actualize their potentials.

PERSPECTIVE

The Course is planned based on 'Developmental', 'Ecological' and 'Rights' perspective.

This would facilitate the learners/ trainees to plan and undertake mental health activities for enabling and empowering children and their families in different contexts.

To enable the learner to function effectively as a mental health professional, the programme would include understanding of theoretical constructs, development of self, as well as acquisition of skills through experiential and action learning.

OBJECTIVES

- To explore and evolve attitudes, values and beliefs that facilitates work with children as mental health professionals.
- To acquire knowledge and understanding of theoretical constructs and socio-cultural perspectives in the context of counselling.
- To develop skills to plan, provide and monitor counselling interventions for children and child related systems.
- To develop skills of mobilizing resources and networking & collaborating with stakeholders.

DURATION

The Programme would be of 10 months duration followed by 2 months of Internship.

COURSE STRUCTURE

The course is designed to cover generic components related to 'Developmental', 'Ecological' and 'Rights' perspective first so that it would provide the basic thread in understanding and in applying theoretical constructs and skills for working with children and their families in Individual, Group and Community Setting. A total of nine papers would be covered in **212 working days followed by 2 months of Internship**. The knowledge, skill and application dimensions for each of the paper is planned to draw out a **programme that is holistic, interconnected and learner friendly**. The following nine papers have been covered:

Sl. No.	Subject	Code for Theory	Code for Practical
1.	Child Development	EDGC101	EDGC151
2.	Exceptional Variations in Child Development	EDGC102	EDGC152
3.	Techniques of Child & Adolescent Assessment	EDGC103	EDGC153
4.	Child Rights & Policy	EDGC104	EDGC154
5.	Group Work & Community Interventions	EDGC105	EDGC155
6.	Family Interventions	EDGC106	EDGC156
7.	Intervention for Children	EDGC107	EDGC157
8.	Intervention for Adolescents	EDGC108	EDGC158
9.	Integrating Interventions	EDGC109	EDGC159
10.	Internship		EDGC160

MODE OF LEARNING

The course is transacted to maintain the spirit of **40:60 ratio in favour of skill development**. The course has been planned with a view to empower the learner in knowledge, skills & attitudes to be able to design and undertake promotive, preventive and therapeutic counselling interventions with children and their families across different child related systems viz. school, communities, clinics. The *raison d'être* of the programme is

intensive skill training & personal growth opportunities. The course emphasizes on development of competencies in assessing children and their contexts, conducting individual interventions for children with different psychopathologies, conducting developmental and therapeutic group interventions with children & adolescents; and designing need based & milieu specific mental health programmes in schools & communities.

Orientation Programme

A five day orientation programme is conducted for students before the commencement of regular classes. The major aim of the programme is to familiarize the students to the course structure and appraise them with the process of transaction. It also aims at building common perspectives about the role and responsibilities of students as a learner.

Ice breaking activities, trust building exercises and group exercises are used extensively to enable the students to get to know each other, get them acquainted with the new environment and streamline expectations. Students are given exposure to self awareness workshops and transdisciplinary inputs related to preventive, promotive and therapeutic aspects of child and adolescent mental health.

Theoretical Expositions and Assignments

Theoretical grounding by professionals from the field is an integral part of the transaction of the programme. Furthermore, the assignments developed for the students enable them to bring out their perspectives related to the topic. The students are required to make audio- visual presentations before the class and the concerned faculty. The analysis of the topic helps in integrating various views to develop holistic understanding of the subject.

Skill Workshops and Skill Laboratories

Experiential learning methodology that places emphasis on concrete experiences, reflective observations, abstract conceptualizations and active experimentation is a dominant mode adopted for developing skills. Practical skills in undertaking counselling, group work and community interventions are learned and developed through a series of workshops. Facsimile experiences, demonstrations, practice sessions, and presentations by the learner - all make the learning mode effective and student friendly.

Skill laboratories are designed around all the skill components of the curriculum. The intent is to provide facsimile experiences, demonstrations and practice opportunities to rehearse skills in the classroom setting with on the spot feedback to hone the specific skills. Also field practice opportunities under supervision further helps to consolidate the skills.

Field Work

As a professional institution, the Institute attaches great importance to fieldwork. Rigorous field work is expected to integrate theoretical experience with practice and facilitate the learner to acquire hands on experience of working with children and child

related systems. It aims to develop skills in assessment and undertaking counselling, psychosocial interventions and developmental group work with children and adolescents.

The Field Work also focuses on developing skills in designing and undertaking mental health interventions with children through collaborative processes with key stakeholders in the community. The students also undertake the study of School and Children's institutions from the system's and 'Rights' perspective. This facilitates the student to plan milieu specific mental health programme for children.

The fieldwork programme involves arduous work. Three days in a week the learner has to carry out field based assignments in an Institution, School and Clinic and for their case studies.

Clinical Supervision

Personal and professional growth of the student is supported through an intensive process of clinical supervision that is undertaken individually as also in small groups. This provides opportunities for guided interaction between students and faculty supervisors. The faculty facilitates the students to gain insights into themselves; their skills and personal attributes that are critical in developing skills in assessment and counselling interventions.

EVALUATION

There would be equal weightage given to theory and fieldwork assessment. The overall evaluation would be for 1800 marks with 900 marks assigned for theory papers and another 900 marks for fieldwork. Annual Examinations would be conducted followed by two months of Internship which is graded. The ratio for internal and external evaluation would be **40:60**. The minimum marks required to pass the examination would be 50 percent for theory, 50 percent for fieldwork and 50 percent in the aggregate.

I. Theory

- a. Internal evaluation would be based on two minor Unit Tests of 15 marks each and a Presentation of 10 marks across papers. Total internal evaluation will be for 360 marks.
- b. External evaluation will be based on annual examinations conducted at the end of the transaction of the curriculum and before the internship. Each paper would be of 60 marks, with the total of 540 marks across nine papers.
- c. Students are required to attend at least 75 percent of the total number of theory classes planned for the academic year.

II. Fieldwork

- a. Internal fieldwork evaluation would be carried out by fieldwork supervisors based on supervisory visits, fieldwork presentations and individual conference with the students. The emphasis would be in assessing the 'student's work in process'. The evaluation will be carried out at two intervals - Mid Term (at the end of first term) and End Term (at the end of second term). The internal evaluation would carry weightage of 360 marks.

- b. External Field work evaluations will be based on a) Synthesis Reports of students for each of their fieldwork assignments and b) Viva by experts. The external fieldwork evaluation would carry a weightage of 540 marks.
- c. The attendance requirement for field work is 90 percent. Students whose attendance falls below the required minimum shall not be allowed to proceed for theory examination.
- d. The internship would be included under the Non-evaluative University System (NUS) and would carry two credits. It would be graded internally based on reporting of the student and their consistency and involvement. A student is not eligible for a certificate unless he/she has completed the two months Internship to the satisfaction of the Institute.

COURSE FACULTY

The Course Faculty comprises an interdisciplinary team of mental health professionals both from the core faculty of the Institute as also experts from other Technical Institutions, Universities and Voluntary Organisations working in the area of 'Child and Adolescent Mental Health'. Supervision at individual level is provided by Experts & Faculty members of the Institute. Group supervision for clinical work will be provided by experts with clinical experience of working with children and families.

ATTENDANCE REQUIREMENTS

- Attendance in the academic programme is compulsory and students are required to attend at least 75 percent of the total number of lectures planned for the academic year.
- Attendance for field work is compulsory. Student is required to attend at least 90 percent of the total field work days.
- Students whose attendance falls below the required minimum shall not be allowed to proceed for theory examination.

INTERNSHIP REQUIREMENT

A student is not eligible for a certificate unless he/she has completed the two months Internship to the satisfaction of the Institute.

STUDENT CONTACT HOURS

The total days for theory and fieldwork shall be **212**; for examination and unit test **30** days and for internship **47** days. A working day would comprise six hours of contact time with students. Average student contact time is computed at 6 working days per week. The total no of contact hours are computed for 52 weeks with 24 days of Holidays (other than Sundays) and 6 weeks for examinations and unit tests.

Theory			
Sl. No.	Course Code	Title of the Course	Teaching Hours per week and Credits
Term I			L+ T = Total Credits *
1.	EDGC101	Child Development	3 + 1
2.	EDGC102	Exceptional Variations in Child Development	3 + 1
3.	EDGC103	Techniques of Child and Adolescents Assessment	3 + 1
Term I & Term II			
4	EDGC104	Child Rights and Policy	3 + 1
5	EDGC105	Group Work and Community Intervention	3 + 1
6	EDGC106	Family Interventions	3 + 1
Term II			
7	EDGC107	Interventions for Children	3 + 1
8	EDGC108	Interventions for Adolescents	3 + 1
9	EDGC109	Integrating Interventions	3 + 1
		Total Credits	36
Fieldwork			
Term I			Total Credits **
1.	EDGC151	Child Development	2
2.	EDGC152	Exceptional Variations in Child Development	2
3.	EDGC153	Techniques of Child and Adolescents Assessment	2
Term I & Term II			
4	EDGC154	Child Rights and Policy	2
5	EDGC155	Group Work and Community Intervention	2
6	EDGC156	Family Interventions	2
Term II			
7	EDGC157	Interventions for Children	2
8	EDGC158	Interventions for Adolescents	2
9	EDGC159	Integrating Interventions	2
10	EDGC160	Internship (NUS)	2
		Total Credits	20
<p>Note: * L – Lecture / Skill workshops, T – Tutorials / Group Discussion / Presentations ** Two hour fieldwork is equal to one credit *** Every student gets time for individual and group supervision for field placements and clinical work. **** Total Credits for the course equals to 56</p>			

Semester - I

National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Paper code: EDGC101

Nomenclature of the Paper: **CHILD DEVELOPMENT**

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

I. OBJECTIVES

1. To study theoretical frameworks to understand characteristics of children at different age epochs.
2. To critically examine the bi-directional relationship between the child and his /her ecological context of development.
3. To identify attributes of positive parenting.

II. THEORY

Unit 1 Development of Children: Theoretical Perspectives
(Basic constructs and application)

- Principles of Growth and Development
- Development of Cognition : Piaget
- Development of Personality : Psychosocial Theory – Erikson
- Moral Development : Piaget , Vygotsky, Bandura and Sears
- Theory of Attachment
- Theories of Play Development; Piaget, Erikson, Axiline ,Hildreth, Parton, Smilansky

Unit 2 Developmental Characteristics of Children
(Infancy and Early Childhood)

- Development during Prenatal Period
- Infancy and Toddlerhood: Developmental Characteristics across Domains (bio social behavioral shifts)
- Early Childhood Years : Developmental Characteristics across Domains (bio social, behavioral shifts)
- Developmental Progression in Play Behaviour, Functions of Play and types of Play
- Play Activities and Games for Pre-school Children

Unit 3 Developmental Characteristics of Children (Middle Childhood and Adolescence)

- Middle Childhood Years : Developmental Characteristics across Domains (bio social, behavioral shifts)
- Middle Childhood Years: Developmental Progression in Play Behaviour and Play Activities and Games
- Adolescence : Developmental Characteristics across Domains (bio social, behavioral shifts)
- Adolescence : Developmental Progression in Play Behaviour and Play Activities and Games

Unit 4 Acquisition of Skills

- School Readiness Skills
- Reading Skills
- Spelling Skills
- Writing Skills
- Arithmetic

III. PRACTICAL

A) Field Work Tasks

- Study the development of the child over a period of 6-8 months and analyze the role of his context in his development.
- Studying the micro processes of a pre-school programme.
- Observation of Children at Different Age Epochs

B) Self Development Workshops

- Streamlining Life Styles
- Learning Styles

IV. SCHEME OF TEACHING

A) Process of Developing Skills

- Students would observe children across ages, domains, settings and social class to understand developmental gradations and individual variations. Synthesis workshops would be organized to integrate data from the field.
- Workshops would be organized on Storytelling and Creative work with children.
- Students would understand long term case studies of two children at two different age epochs over a period of 6 months.

B) Application

The students would be required to apply their understanding of positive correlates of development by designing Parent Education material and address parenting issues across

developmental stages

C) BREAK-UP OF CONTENTS INTO KNOWLEDGE SKILL AND APPLICATION AREAS

Knowledge	Skills	Applications
Basic Introduction to Child Development	Interpreting behaviour and development of children with reference to 'Developmental' and 'Ecological' context	• Play activities of children across ages
Development of Children: Theoretical Perspectives		• Developmental characteristics of child
Developmental Characteristics of Children	Playing with children across developmental stages	• Micro processes of pre-school education
Key Issues across Developmental Stages		
Play Development in Children	<i>(The above would be carried out through assignments of observing children in naturalistic settings, field placements and subsequent discussions and interpretations of these observations during skill workshops and group discussions)</i>	
Play activities and games of children across developmental stages.		
Development of skills in children		

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National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Paper code: EDGC102

Nomenclature of the Paper: **EXCEPTIONAL VARIATIONS IN CHILD DEVELOPMENT**

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

I. OBJECTIVES

1. To appreciate the concept and strategies of promotion of mental health
2. To understand manifestation and causes of behaviour and learning problems in children
3. To understand types and causes of disabilities in children.
4. To appreciate the concept and strategies for prevention of disabilities & behaviour & learning problems in children

II. THEORY

Unit 1 Basics of Mental Health and Disabilities

- Concept of Mental Health: Indian & Western Perspectives
- Learning & Behaviour Problems: Manifestation, Causal Associates; Risk Factors, Protective Mechanism, and Resilience
- Classification System of Childhood & Adolescent Psychiatric Disorders: Need and Types
- Concept of Disability: Medical Model, Social Model, Levels of Interventions and Strategies of Prevention of Disabilities)

Unit 2 Childhood Disabilities and Developmental Disorders

- Cerebral Palsy and Disability of Movement, Disability of Sight; Disability of Hearing; (Causes, Early Identification, Management & Prevention).
- Epilepsy : Manifestation, Causes, Types and Management (first aid)
- Mental Retardation: Definition; Classification; Causes; Associated Problems; Prevention & Early Identification; Assessment; Prognosis and Types of Interventions
- Speech and Language Problems of Children: Assessment of Language, Types of Speech Problems and Types of Interventions
- Autism Spectrum Disorders: Manifestation (Asperger and Autism); Causal Associates; Early Identification and Assessment; Prognosis and Types of Interventions.

Unit 3 Learning Problems

- Scholastic Backwardness: Casual Associates; Framework of Assessment; and Types of Interventions
- Learning Disabilities : Definition, Causal Associates; Associated Problems ; Assessment ; Prognosis and Types of Interventions
- Workshops for Spot Diagnosis

Unit 4 Internalizing Problems and Externalizing Problems

(Manifestation, Causes & Management)

- Fear & Anxieties including School Phobia and Examination Stresses
- Depression & Suicide
- Conversion Reaction
- Obsessive Compulsive Reaction Disorder
- Conduct Disorders
- Attention Deficit Hyperactive Disorder
- Substance Abuse

III. PRACTICAL

A) Field Work Tasks

- Participants observations of professional working with children with disability / Learning and Behaviour problems
- Observe process of work of assessment for diagnosis of at least four different types of disability / learning and behaviour problems

B) Self Development Workshops

- Examination Stress

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Students would be attending Child & Adolescent Guidance and Counselling Centres to observe children with different Disabilities, Behaviour & Learning Problems
- Student would be conducting participant observations of professionals working with children with disability / learning and behaviour problems.
- Workshops for spot diagnosis of children with L & B problems in CGC / AGSC on the basis of manifestation of disorders

B) APPLICATIONS

- The student would study at least four children with Disability or Learning & Behaviour Problems to comprehensively study the manifestations, multidisciplinary assessments and interventions.

- Student would identify criteria for differential diagnosis of different learning and behaviour problems.

C) BREAKUP OF CONTENTS INTO KNOWLEDGE, SKILL AND APPLICATION AREAS

Knowledge	Skill	Applications
Basics of Mental Health <ul style="list-style-type: none"> • Concept of Disability: Medical Model, Social Model, Levels of Interventions and Strategies of Prevention of Disabilities) • Cerebral Palsy; Disability of Sight; Disability of Hearing; Disability of Movement (Causes, Early Identification, Management & Prevention). • Epilepsy : Manifestation, Causes, types management (first aid) Developmental Disorders <ul style="list-style-type: none"> • Autism Spectrum Disorders: Manifestation; Casual Associates; Early Identification; Prognosis and Management. • Mental Retardation : Definition; Classification; Causes; Associated Problems; Prevention & Early Identification; Assessment; Prognosis and Types of Interventions • Speech and Language problems of children: Types; Prognosis; Management and Assessment of Language. Learning Problems <ul style="list-style-type: none"> • Scholastic Backwardness: Casual Associates; Framework of Assessment; Management. • Learning Disabilities : Definition, Causal Associates; ; Assessment ; Prognosis and Management • Borderline Intelligence: Manifestation assessment & Types of Interventions 	<ul style="list-style-type: none"> • Observations of behavioral manifestation of different Disabilities & Behaviour & Learning Problems <p><i>(The above would be actualized through participant observations of mental health professionals at work and of children attending Child & Adolescent Guidance & Counselling Centres)</i></p> <p>Skill workshops on differential diagnosis</p> <p>Skill workshops on Spot diagnosis</p>	<p>Clinical work :</p> <ul style="list-style-type: none"> • Spot diagnosis • Educational Assessment, • Personality Assessment, • Special diagnostic rating scales (CARS, Corner's etc.), • Play sessions (II level)

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Behaviour Problems• Internalizing problems
(Manifestation Causes & Management)• Externalizing Problems
(Manifestation, Causes, Management) | | |
|---|--|--|

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National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Paper code: EDGC103

Nomenclature of the Paper: **TECHNIQUES OF CHILD AND ADOLESCENT ASSESSMENT**

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

I OBJECTIVES

1. To acquire an understanding of issues & processes of assessment of children across ages.
2. To familiarize with the measures of assessments across domains.
3. To develop an understanding of usage and application of selected measures of assessment.
4. To gain competency in skills of conducting observations and interview as methods of assessment of children and adolescents.

II THEORY

Unit 1 Interviewing and Observation as a Method of Assessment

- Understanding Interview as a method :
- Interviewing Skills (Listening, Leading, Reflecting, Interpreting & Summarizing)
- Questioning Skills in Clinical Interview (Socratic Questioning, Circular Questioning etc.)
- Application of Interviewing Skills: Case History; Family Functioning Assessment; Exploring Parental Concerns and Interviewing Adolescents
- Understanding Observation Method
- Types of Observations
- Process of Conducting Observations
- Process of Conducting Play Sessions
- Recording and Interpreting Observations across Domains
- Denver Developmental Screening Test

Unit 2 Assessment of Intelligence and Adaptive Behaviour

- Concept & Theory of Intelligence
- Concept of Adaptive Behaviour
- Wechsler's Intelligence Scale for Children (WISC III) and Indian norms of WISC (Father Malin's)
- Stanford Binet Intelligence Test

- Ravens Progressive Matrices
- Vineland Adaptive Behaviour Scale
- Assessment of Home Environment: HOME Inventory and Family Environment Scale.

Unit 3 Assessment of Temperament, Personality and Socio Emotional Development

- Scope of Personality Assessment
- Personality Inventories 16 Personality Factor Questionnaire
- Semi Projective Tests; Incomplete Sentences Blank; House Tree Person Test
- Projective Tests: Children's Apperception Test

Unit 4 Psycho Educational Assessment

- Components of Educational Assessment (Reading, Comprehension, Spellings and Writing, Written Expression and Arithmetic)
- Process of Educational Assessment; skill Workshops on each of the basic skills
- Recording, Interpretation and Analysis of Educational Assessment

III. PRACTICAL

A) Field Work Tasks

- During the placement in CGC / AGSC the students would undertake
 - Case history
 - Play observations
 - Interview adolescents
 - Adaptive behaviour assessment
 - Psycho educational assessment
 - Personality assessment
- Interpreting clinical observation and assessment undertaken by the professionals in CGC / AGSC

B) Self Development Workshops

- Responding styles
- Listening skills

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Workshops would be planned for students to develop interviewing and questioning skills.
- Students would be familiarized with the specific tests, scales, checklists etc. through demonstrations and mock sessions and simulated practice.
- Students would be facilitated to appreciate process of assessments across ages through observations of professionals at work during field placements.
- Student would do simulated practice on their long term case.

B) APPLICATIONS

Students would apply their understanding about different measures of assessment by interpreting the clinical observations and assessments undertaken by professionals.

C) BREAKUP OF THE CONTENTS INTO KNOWLEDGE, SKILLS & APPLICATION AREAS

Knowledge	Skills	Applications
<ul style="list-style-type: none">• Professional Practices in Assessment of Children and Adolescents• Interviewing as a Method• Observation as a Method• Process and measures of assessment of Infants & Preschoolers• Process and measures of assessment of school aged children• Process and measures of assessment of Adolescents• Psycho Educational Assessment : need scope and process	<ul style="list-style-type: none">• Identifying appropriate measures that can be used for children of different ages to assess their development /skills and abilities.• Interviewing and questioning Skills<ul style="list-style-type: none">• Listening• Leading• Reflecting• Summarizing• Setting Boundaries• Interviewing Parents and Care Givers to understand Developmental history, Family Functioning• Skills and methods of observation• Conducting observations of children across developmental stages and across settings• Conducting psycho-educational assessment. <p><i>(All the above would be actualized through skill workshops, field placement and observations of professionals at work)</i></p>	<p>Clinical work :</p> <ul style="list-style-type: none">• Case History• Play observation,• Adolescent Interviews,• VABS• Multiple Intelligences• Learning styles

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National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Paper code: EDGC104

Nomenclature of the Paper: **CHILD'S RIGHTS AND POLICY**

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

I. OBJECTIVES

1. To analyze programmes and services for children with respect to Right Based Programming.
2. To analyze the school from the system's perspective
3. To demonstrate skills in assessing Family Functioning.

II. THEORY

Unit 1 Child Rights

- Convention on the Rights of the Child
- Differentiating between Needs and Rights of Children
- Understanding Right's Based Programming for Children
- Analyzing and Strengthening Institutions & Programmes from Rights Perspective
- Synthesis Workshops

Unit 2 Laws related to Disability and Children in Difficult Circumstances

- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995
- The National Trust Act 1998
(The processes of implementation & utilization of the above Acts)
- Juvenile Justice Act
- Immoral Traffic Prevention Act
- Acts related to Adoption
(The processes of implementation & utilization of the above Acts)

Unit 3 Understanding School as a Social System

- Critical Appraisal of Educational System in India
- Understanding School Processes with respect to Teaching, Learning, Evaluation, Communication etc.
- Analyzing and Strengthening School as a System
- Mental Health Activities in School; Levels of Interventions

Unit 4 Understanding Family as a Social System

- Theoretical Framework for Understanding Family (Ecological, Developmental and Systems Approach)
- Family Assessment : Genogram, Circular questioning, Mc Masters Model of Family Assessment

III. PRACTICAL

A) Field Work Tasks

- Studying the School from a 'Systems Perspective'
- Studying micro-processes related to school mental health / counselling services
- Studying the implementation processes related to PWD Act, Certification process for Children with Disability / JJ Act, Juvenile Courts, Child Welfare Committee / Adoption

B) SELF DEVELOPMENT WORKSHOPS

- Negotiation Skills

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Workshops would be organized to familiarize the students with Rights based programming on CRC (Convention on the Rights of the Child)
- The students would study Institutions working with children. During these visits they would observe programme components and activities and delivery mechanism of these Institutions and analyse them from the Rights Perspective. The students are also expected to then suggest ways of strengthening the institution.
- Field Visits for understanding implementation processes related to PWD Act, JJ Act, Adoption etc (e.g. Juvenile Courts, Child Welfare Committee, Certification process for Children with Disability etc).
- A set of workshops would be planned for students to develop skills in understanding school processes. Simultaneously placement in a school setting would enable observation & analysis of school processes. The students would after studying the school processes suggest alternative processes that would facilitate positive mental health of students

- Student would be appraised of Mc Master Model of Assessment of Family functioning through demonstration, mock sessions, simulations & guided skills workshops

B) APPLICATION

1. The student would be required to apply their understanding of Rights and Systems perspective to analyze processes of any one of the following Institutions/programmes:
 - Children's Institution
 - Programme for Street and Working Children.
2. The student would be required to apply their understanding of school as a system to analyze its processes.

C) BREAK-UP OF THE CONTENTS INTO KNOWLEDGE, SKILLS AND APPLICATION AREAS

Knowledge	Skills	Application
<ul style="list-style-type: none"> • Situational Analysis of Children in India and National Policies and Programmes for children • Introduction to Right's Perspective towards Planning Programmes for Children • Laws related to Children : Processes of implementation and utilization of Acts • Understanding School as a System • Understanding Family as a Social System • Understanding the Framework for assessment of family functioning 	<ul style="list-style-type: none"> • Observing programmes of children and understanding programme components and delivery mechanisms • Analyzing school from the System's Perspective <p><i>(The above would be actualized through Skill Workshops and Observational Visits and Field Work)</i></p> <p>Rights perspective School processes / observation of children Legislation Micro-processes related to school mental health and counselling services</p>	<ul style="list-style-type: none"> • Studying School as a System <ul style="list-style-type: none"> • Micro process related to school mental health • Studying Children's Institutions from 'Rights' perspective

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Semester - II

National Institute of Public Cooperation and Child Development

Course Content for Advanced Diploma in Child Guidance and Counselling

Paper code: EDGC105

Nomenclature of the Paper: **GROUP WORK & COMMUNITY INTERVENTIONS**

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

I. OBJECTIVES

1. To develop an understanding of the nature and scope of group work interventions
2. To acquire beginning skills in planning & designing group work intervention with children and adolescents
3. To acquire skills in conducting group work interventions
4. To develop an understanding of the community, its challenges, concerns and issues.
5. To acquire skills in integrating mental health interventions for children in community based programmes.

II. THEORY

Unit 1 Group Work as a Method

- Definition, Purpose, and Relevance
- Types of Groups : Treatment Groups and Task Groups
- Principles of Group Work
- Applications of Group Work for Life Skill Development: Self awareness Communication, Interpersonal Skills and Empathy, Problem solving and Decision making, Creative thinking and Critical thinking and Coping with Emotions and Stress.
- Stages of Group Work
(Planning, Working and Ending stages)

Unit 2 Group Work Process and Dynamics

- Programme Media and Processing Group Work Activities (Role plays, Games, Simulations)
- Frameworks for Designing Group Work Intervention (Donna Walker Cycle, Addie Model)
- Group Dynamics: Concept and Components

- Leadership Styles and Facilitation Skills
- Mock Sessions and Synthesis Workshops

Unit 3 Community Organization as a Method

- Definition, Purpose & Principles of Community Organisation
- Stages of Community Organization
- Techniques of Knowing the Community (Participatory Learning & Action)
- Types and Levels of Community Participation; Self Help Groups ; Participatory Monitoring and Sustainability
- Community Awareness

Unit 4 Community Based Organizations: Structure and Functioning

- Relevance of Community Organisation to Mental Health
- Community Mental Health Service Systems
- Studying Community Based Programmes Working in the area of Disability / Child Care / Adolescent Development
- Strengthening and Integrating Mental Health Activities into existing Programmes for Children

III. PRACTICAL

A) Field Work Tasks

- Conducting Focus Group Discussion with Adolescents for need assessment
- The student would plan, organize and evaluate group work intervention with Children or Adolescents in a school)
- Critical study of Community Based Organization with respect to the programme activities, service delivery and involvement of community in the programme mechanisms.

B) Self Development Workshops

- Conflict Resolution
- Self Exploration

IV. SCHEME OF TEACHING

A) PROCESS OF ACQUIRING SKILLS

- Skill Workshops on different programme media (Simulations , games. Role plays)
- Skill Workshops on frameworks for Designing Group Work Interventions
- Skill Workshops for developing skills of understanding Group Processes and Conflict Resolution.
- Skill Workshops to undertake Life Skill Education with children and adolescents..
- Skill Workshops on Participatory Learning Appraisal Techniques.

- Skill Workshop on Designing Community Awareness Programme.

B) APPLICATION

- The student would plan, organize and evaluate group work intervention with Children or Adolescents in a school)
- The student would critically study Community Based Organization with respect to the programme activities, service delivery and involvement of community in the programme mechanisms.

C. BREAKUP OF THE CONTENTS INTO KNOWLEDGE, SKILLS AND APPLICATION AREAS

<u>Knowledge</u>	<u>Skills</u>	<u>Application</u>
<ul style="list-style-type: none"> • Group Work as a Method : Definition, Purpose, and Relevance, Principles and Types of Group • Group Dynamics • Stages of Group Work • Community Organization as a Method • Stages and Techniques of Community Organization • Structure and Functioning of Community Based Organization • Building on Community 	<ul style="list-style-type: none"> • Conducting Focus group Discussions for need assessment of adolescents • Using programme media Games , simulations and role plays for conducting group work intervention • Developing facilitation skills for group work. • Skills of planning Group Work Intervention. • Skills of Conducting Life Skill Education • Techniques of conducting Participatory Learning Appraisal • Conducting Community Awareness Programme 	<ul style="list-style-type: none"> • Undertaking Group Work Interventions in a school or Children's institution • Studying Community Based Organization with respect to the programme activities, service delivery and involvement of community in the programme mechanisms. • Studying Legislative processes of the Children's Institution.

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National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Paper code: EDGC106

Nomenclature of the Paper: **FAMILY INTERVENTIONS**

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

I. OBJECTIVES

1. To develop a basic understanding of the 'Approaches' and Types of Counselling Interventions.
2. To acquire beginning skills in Guiding & Counselling families.
3. To acquire beginning skills in Parent Training

II. THEORY

Unit 1 Guidance and Counselling: Basic Concepts

- Guidance, Counselling and Psychotherapy: Definitions and Critical Differences.
- Basic Essential Skills in Counselling (Interview and Communication Skills etc.)
- Types of Family Interventions : Family Guidance , Family Counselling and Family Therapy

Unit 2 Social Casework Practice

- Definition and Principles of Social Casework Practice
- Process of Social Casework Practice , Study : Thinking in Problem Solving; and Diagnostic Work up ; Joint Solution Finding and Goal Setting; Implementation of Plan and Termination (on CGC cases)
- Case worker - Client relationship , Role of Case worker
- Social investigations ; Home visit & School visit

Unit 3 Family Guidance

(For Parents of Children with Disabilities)

- Guidance Messages for Parents of Children with Mental Retardation, ADHD Learning Disability and Pervasive Developmental Disorders
- Sensitization Workshop (Empowered Parents)
- Skills of Undertaking Family Guidance (Guided Skill Workshop)
- Indications and Contraindications
- Practice Guidelines

Unit 4 Parent Training and Therapy

- **Parent Child Interaction Therapy (PCIT):**
 - Theoretical Constructs ; Framework and Content
 - Process of PCIT
 - Indications & Contraindications
 - Practice Guidelines
- **Behavioural Modification :Theoretical Constructs and Principles**
 - Functional Analysis of Behaviour
 - Behaviour Modification Techniques
 - Developing Behaviour Modification Plan
 - Indications & Contraindications
 - Practice Guidelines

III. PRACTICAL

A) Field Work Tasks

- During the placement in Child Guidance Centre / Adolescent Guidance Service Centre the students would undertake the following:
 - Social Investigations
 - Parent Guidance and Counselling
 - Parent Training / PCIT

B) Self Development Workshops

- Emotional Intelligence
- Myers Briggs Type Indicator
- Empathy: Losses Exercise

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Skills in family guidance & counselling would be honed through listening to Experiences of Empowered Parents, Guided Workshops, Simulated Practice and Role Plays.
- Skills Parent training for Behaviour Management and PCIT would be honed through Guided Skill Workshops and case studies to understand clinical applications of Behaviour Modification.
- Assignment on Eco-mapping of services

B) APPLICATIONS

1. Students would undertake Family Guidance / Counselling with families of children with Learning, Behaviour or Developmental Disorders
2. Student will undertake Behaviour Modification / PCIT during their field placements in Clinics / Institutions.

3. Student would undertake Social Investigation and Restructuring of Home Environment for two cases

C. BREAKUP OF CONTENTS INTO KNOWLEDGE, SKILL AND APPLICATION AREA

Knowledge	Skills	Applications
<ul style="list-style-type: none"> • Concept of Guidance counselling and psychotherapy • Approaches to counselling : Theoretical Orientations • Types of Family Interventions • Social Casework Practice: Principles , Stages and Process • Family Guidance : Framework • Guidance messages for parents of children with Disability, ADHD Learning Disability, Border Line Intelligence and Pervasive Developmental Disorders • Concept Process and Techniques of Parent Training • Theoretical Constructs of PCIT • Framework and Process of conducting PCIT • Behavior Modification Theoretical Constructs • Principles and Methods • Functional Analysis of Behaviour • Behaviour Modification Techniques 	<ul style="list-style-type: none"> • Basic Skills in Counselling (Rapport Formation, Interview, Communication and Skills, for promoting disclosures etc.) • Skills of Family guidance • Skills for Conducting Parent training for Behaviour Management and Parent child Interaction Therapy <p><i>(All there would be honed through workshops demonstrations, mock sessions, and role plays.)</i></p>	<p>Clinical Work (I Term):</p> <ul style="list-style-type: none"> • Diagnostic workup, • Social investigations (home visit, HOME, school visit etc.) <p>Clinical Work (II Term):</p> <ul style="list-style-type: none"> • Parent Counselling, • Home based intervention with parents, parent training, PCIT, • Clinical case report

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National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Paper code: EDGC107

Nomenclature of the Paper: **INTERVENTIONS FOR CHILDREN**

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

I. OBJECTIVES

1. To acquire beginning skills in Play Therapy for children with Emotional and Behaviour problems.
2. To acquire understanding of strategies for enhancing skills development in children with Disabilities and Emotional Problems.
3. To critically appreciate the strategies for reworking the school environment for children with Disabilities & Learning problems

II. THEORY

Unit 1 Directive Play Therapy

- Play for Therapy with Children
- Communicating with Children ; Promoting Disclosures
- Directive Play Therapy: Theoretical underpinnings
- Framework and Role of Therapist
- Using different Play Media with Children
- Practice Guidelines
- Indications and Contraindications
- Applications of Play Therapy

Unit 2 Non Directive Play Therapy

- Theoretical Underpinnings
- Exploring Non-directive Play Therapy: A Case Study Approach
- Role of the Therapist
- Setting up of Play room
- Stages of Play Therapy
- Practice Guidelines
- Indications and Contraindications

Unit 3 Skill Training

- Concept of Skills Training
- Activities of Daily Living and Communication Skills (Ref. to Mentally Challenged Children); Activities and Methods
- Social Skills Training (Ref. to children with Emotional / Behavioural Disorders) Sequence, Activities and Methods

Unit 4 Reworking School Environment

- Modifications in Teaching, Learning and Evaluation Processes for Children with ADHD, Aspergers and Learning Disability
- Provision by CBSE & Alternative Education Systems
- Mainstreaming, Integration and Inclusion; Concept & Scope
- Creating Least Restrictive Environment in School: Some Models

III. PRACTICAL

A) Field Work Tasks

- Students would apply Play Techniques for counselling children with behaviour and emotional difficulties
- Students would psycho-educate parents for reworking school environment of the child

B) Self Development Workshops

- Enhancing Self Esteem

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Students would be exposed to the process of undertaking 'Play Therapy' with children through simulations, role plays, demonstrations & practice sessions.
- Students would be exposed to the process of undertaking Family Life Education with Adolescents through self development workshops, facsimile experiences and practice sessions with groups of adolescents.

B) APPLICATIONS

1. Students would undertake short term Play Therapy with an abused child or child having an emotional problem.
2. Student would design a context specific module on Family Life Education for

Adolescents in small groups.

3. Student would document in groups 'Best Practice' in inclusive / alternative education for children with learning problems.

C) BREAKUP OF CONTENTS INTO KNOWLEDGE, SKILL AND APPLICATION AREAS

Knowledge	Skills	Applications
<ul style="list-style-type: none">• Play Techniques for Children: Theoretical Underpinnings.• Directive Play Therapy• Non Directive Play Therapy• Skill Training• Family Life Education• Reworking School Environment	<p>Process of undertaking Play Therapy with children</p> <p>Negotiating towards joint solutions for creating least restrictive environment for the child.</p> <p>(All these would be honed through workshop, demonstrations, mock sessions & role plays)</p>	<ul style="list-style-type: none">• Case study of the child• Direct intervention with the child (0-12years) in the clinic / institution (individual counselling, play therapy or using play techniques)

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National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Paper code: EDGC108

Nomenclature of the Paper: **INTERVENTION FOR ADOLESCENTS**

Lectures: 3, Tutorial: 1, Practical's: 2

Total Credits: 6

I. OBJECTIVES

1. To acquire beginning skills in undertaking Cognitive Behaviour Therapy with Adolescents.
2. To acquire beginning skills in undertaking Family Life Education with Adolescents
3. To acquire beginning skills in conducting Career Guidance and Counselling with Adolescents.
4. To develop an understanding of Group Counselling Technique

II. THEORY

Unit 1 Cognitive Behaviour Therapy

- Theoretical Underpinnings
- Basic Concepts of Cognitive Behaviour Therapy, Core Beliefs; Negative Automatic Thoughts; Thought Feeling Action Cycle; Cognitive Distortions
- Process of Cognitive Behaviour Therapy
- Case Conceptualization
- Mental Status Examination
- Identifying Cognitive Distortion

Unit 2 Cognitive Behaviour Therapy: Application

- Cognitive Techniques of Interventions
- Behavioural Techniques of Intervention
- Matching Techniques to Common Problems of Adolescents: Anxiety, Depression and Common Developmental Issues
- Practice Guidelines
- Indications & Contraindications
- Documentation

Unit 3 Family Life Education

- Concept of Family Life Education and Scope
- Designing and Implementing of FLE Programme
- Sexuality & Gender (Self Development Workshop)
- Reproductive Health and HIV AIDS

Unit 4 Career Guidance and Counselling

- Need and Scope of Career Guidance
- Basic Concepts of Career Guidance : Characteristics of Career; World of Work; Influences on Career Choices
- Domain of Career Assessment : Interests; Aptitude; Personality ; Academic Profiling and Informal Methods
- Planning and Conducting Career Talks
- Individual Profiling
- Process of Career Counselling

III. PRACTICAL

A) Field Work Tasks

Student would:

- Conduct Career Talks
- Undertake Individual profiling of two students for undertaking Career Guidance
- Undertake Cognitive Behaviour Therapy with one or two adolescents

B) Self Development Workshops

- Sexuality and Gender
- Cognitive Beliefs
- Addressing Irrational Cognitive beliefs

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

- Student would be exposed to Techniques of Cognitive Behaviour Therapy through role plays, demonstrations and practice sessions.
- Skill workshops would be designed for conceptualizing a case, evolving working hypothesis & planning interventions through case studies and life presentation of cases being handled by students in the field.
- The student would be exposed to conducting career talks through mock sessions in class room & practice sessions in schools.
- The student would be familiarized with different measures for understanding career assessment of students.

- Students would be exposed to the process of undertaking 'Skill Training' with children through simulations, role plays, demonstrations & practice sessions.

B) APPLICATIONS

- The student would be able to undertake Career Guidance with three students.
- The student would undertake CBT with 1 -2 Adolescents.
- The student would design a context specific Family Life Education Programme for Adolescents

C) BREAKUP OF CONTENTS INTO KNOWLEDGE, SKILL AND APPLICATION AREAS

Knowledge	Skills	Applications
CBT Theoretical underpinning and Basic Concept and Techniques. , CBT –process Application of CBT to common problems and development mental issues of adolescents Family Life Education Group Counselling Career Guidance : Concept ,Process of Individual and Group Guidance	Skills of Cognitive Behaviour Therapy Assessment. Case Studies for case conceptualization Demonstration of Behavioural & Cognitive Intervention through role plays, video feedback rehearsals. Planning CBT Interventions Skills of conducting career talks Interpreting findings of vocational profiling. Collection of data on different careers.	<ul style="list-style-type: none"> • Career Guidance and Profiling • Direct intervention with the adolescents (Practice skill of Cognitive Behaviour Therapy, Supportive Counselling etc.)

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- MC Mullin, Rian E : The New Handbook of Cognitive Therapy Techniques, W. W. Norton, New York, 2000
- Kendall, Phillips C ed : Child and Adolescent Therapy: Cognitive Behavioural Procedures, Guilford, New York, 2000
- Leahy, Robert L : Cognitive Therapy Techniques, Guilford, New York, 2003
- Beck, Judith S : Cognitive Therapy for Challenging Problems: What To Do When the Basic Don't Work, Guilford, New York, 2005
- NIPCCD : National Convention of Family Life Education : Emerging Challenges, NIPCCD, New Delhi – 1998
- CEDPA : Choose a Future, CEDPA India Office, New Delhi – 2001
- Dept. of Education & Delhi State Aids Control Society : YUVA School Adolescent Education Programme- 2005
- Arulmani G & Arulmani Sonali Nag : Career Counselling : A Handbook ,Tata Mcgraw Hill Publishing Company Limited, New Delhi – 2005
- TARSHI : Basic and Beyond, TARSHI, New Delhi, 2006
- The Centre for Development and Population Activities : HIV / AIDS Awareness and Family Life Education Training Manual for Street Educators English, The Centre for Development and Population Activities, India Office, New Delhi
- MAMTA, Health Institute for Mother and Child : Supplementary Reading for Facilitators on Sexuality, Gender and Young People (Second Edition), MAMTA, Health Institute for Mother and Child, New Delhi, 2006
- Brown Duane ; Brooks Linda and Associates : Career Choices & Development : Applying Contemporary Theory to Practice Jossey Bass Publishers San Frances Co. – 1990
- Kochar S.K. : Educational and Vocational Guidance for Secondary School Students, Sterling Publisher Pvt. Ltd, New Delhi - 1984

Albuquerque, Usha : The Penguin India Career Guide: The Humanities
(Volume–I), Penguin Books, New Delhi, 2000

Albuquerque, Usha : The Penguin India Career Guide: The Humanities
(Volume–II), Penguin Books, New Delhi, 2000

National Institute of Public Cooperation and Child Development
Course Content for Advanced Diploma in Child Guidance and Counselling

Paper code: EDGC109

Nomenclature of the Paper: **INTEGRATING INTERVENTIONS**

Lectures: 3, Tutorial: 1, Practical's:2

Total Credits: 6

I. OBJECTIVES

1. To integrate assessment and therapeutic intervention skills in context of the situation, need and age.
2. To design, monitor and evaluate mental health interventions at individual, group or community level.

II. THEORY

Unit 1 Planning School Mental Health Programme

- Concept
- WHO Model of School Mental Health
- Need Assessment Strategies
- Designing the Services
- Pedagogy for Training
- Developing Workshops for Parents and Teachers

Unit 2 Planning Intervention for Children: Clinical Work at CGC/ AGSC

- Conceptualizing Assessment
- Integrating Assessment to reach Diagnostic Workup
- Planning Interventions

Unit 3 Planning Intervention for Children in Difficult Circumstances

- Understanding impact of Trauma and Abuse on Children
- Planning intervention for children affected by trauma and abuse
- Issues in Pre & Post Adoptive Counselling of Parents
- Supportive Counselling
- Crisis Intervention

Unit 4 Ethical Issues in Counselling

- Role of an Effective Counsellor
- Conceptual Framework for Ethical Decision Making
- Good Practices of Counselling Services in School
- Application of Ethical considerations (Simulated Exercises)

III. PRACTICAL

A) Field Work Tasks

- Undertaking supportive interventions for Children in Difficult Circumstances.
- Undertaking interventions with children with learning and behaviour problems in Child Guidance Centre and Adolescents Guidance Service Centre.

B) Self Development Workshops

- Stress Management
- Child Sexual Abuse

IV. SCHEME OF TEACHING

A) PROCESS OF DEVELOPING SKILLS

The paper is essentially a skill based one wherein the student would integrate assessment and interventions learnt across papers to address issues, concerns and problems of children at individual, group and community level. The students will practice these skills during their placements in Clinics, Schools and Institutions for children in difficult circumstances. The students would be provided individualized supervision through faculty and outside professionals. Skill workshops would also be conducted to facilitate the students to integrate frameworks of assessments and interventions.

B) APPLICATIONS

The students would be given the following assignments to apply the key skills learnt during the programme:

- The student would formulate Intervention plans for two children with (Diagnostic workup given) Learning & Behaviour Problem
- The student would design an Individual & Group Intervention for children who are trafficked or are affected by violence or abuse.
- The student would identify 'best practice' of interventions with children in difficult circumstances based on field work experiences
- The student would evolve school mental health programme in context of study of

their school.

- The student would Design Training Sessions / Modules along specific data collected during Training Need Assessment
- Students would plan workshops in small groups on positive parenting in a school setting.
- Developing career guidance service.

C) BREAKUP OF CONTENTS INTO KNOWLEDGE SKILL AND APPLICATION AREAS

Knowledge	Skills	Applications
<ul style="list-style-type: none"> • Planning & Organizing Workshop • Planning Interventions for Children with Learning & Behaviour Problems • Planning Interventions for Children in Difficult Circumstances • Planning School Mental Health Programme • Ethical Issues in Practice 	<ul style="list-style-type: none"> • Workshop on Need Assessment & Designing Training for Parent and Teachers • Sensitization Workshops to understand impact of Trauma, Abuse and Neglect, • Workshop on issues of Pre adoptive & Post Adoptive Counselling • Workshops on Integrating Assessments to draw intervention plans 	<ul style="list-style-type: none"> • Case Study of Self • Undertake supportive interventions for children in difficult circumstances <ul style="list-style-type: none"> ➤ Design and implement context specific Family Life Education Programme for Children & Adolescents ➤ Designing and implementing need based Training ➤ Any other

LIST OF READINGS

- Kapur, Malvika : Mental Health in Indian Schools, Sage Publications India, New Delhi – 1997
- Gandhi, Anjali : School Social Work, Common Wealth Publishers, New Delhi – 1990
- WHO : Mental Health Programmes in Schools , WHO, Geneva -1994
- Rajiv Gandhi Institute for Contemporary Studies : School Counselling Services : An Agenda in Education – 2002
- NIPCCD : Consultation Meet on Upscaling Child Guidance Services in the Country, NIPCCD 2004
- Saxena, Alka : Organization of Counselling Services, Rajat Publications , New Delhi – 2006
- Bhargava, Vinita : Adoption in India, Sage Publication Ltd, New Delhi – 2005
- NIPCCD : Guidebook for Prospective Adoptive Families, NIPCCD, New Delhi – 2006
- RAHI : The House I Grew Up in, Survivor Communications (RAHI) – 1999
- Everett, Barbara; Gallop, Ruth : The Link Between Childhood Trauma & Mental Illness, Sage Publication, U.K – 2001
- D, Raucker; Claire, Burke : Counseling Survivors of Child Sexual Abuse, Sage Publication India, New Delhi, 1992
- Virani, Pinki : Bitter Chocolate, Penguin, New Delhi, 2000
- Simon, Dave : Guiding Recovery from Child Sexual Abuse: Horizons of Hope, Jessica, London, 1998
- Wickham, Randall Easton and West, Janet : Therapeutic with Sexually Abuse Children, Sage Publication India, New Delhi, 2002

- Friedrich, William N. : Psychological Assessment of Sexually Abused Children and Their Families, Sage Publications, Thousand Oaks, 2002
- UNICEF & Ministry of Women & Child Development (GOI) : Counselling Services for Child Survivors of Trafficking UNICEF & Ministry of Women & Child Development, GOI – 2006
- Milano M. and Ullius D. : Designing Powerful Training, Jossey – Bass Pfeiffer San Francisco - 1998
- Truelove Steve : Training in Practice, Blackwell, U.K – 1997
- Thompson Charles L Rudolph Linda B. : Counselling Children, Publishing Company Brooks / Olen – 1983
- Walker, C.E & Roberts MC : A Handbook of Clinical Psychology, John Wiley & Son – 1992
- Arulmani G & Arulmani Sonali Nag : Career Counselling : A Handbook Tata Mc Graw Hill Publishing Company Limited, New Delhi – 2004

Field Work

Objectives

1. To facilitate the development of thinking, feelings and attitude relevant to professional practice.
2. To provide exposure opportunities to work with children and child related systems to develop sensitivity about issues and concerns of children.
3. To enable students develop core skills relating to preventive, promotive & clinical activities with children across settings.
4. To develop among students, the ability to integrate theoretical learning with practice experience

Settings

The students would have opportunity of working in the following settings

- School
- Child Guidance Centre & Adolescent Guidance Service Centre
- Children's Institution

Tasks

Sl. No.	Subject	Task to be undertaken
1	Child Development	<ul style="list-style-type: none">• Micro processes of pre-school education• Developmental characteristics of child• Play activities of children across ages
2	Exceptional Variations in Child Development	Clinical work: <ul style="list-style-type: none">• Educational Assessment• Personality Assessment• Special diagnostic rating scales (CARS, Corner's etc.)• Play sessions (II level)• Spot diagnosis
3	Techniques of Child & Adolescent Assessment	Clinical work: <ul style="list-style-type: none">• Case History• Play observation• Adolescent Interviews• Vineland Adaptive Behaviour Scale• Multiple Intelligences• Learning styles

4	Child Rights & Policy	<ul style="list-style-type: none"> • Studying School as a System • Micro process related to school mental health • Studying Children's Institutions from „Rights“ perspective
5	Group Work & Community Interventions	<ul style="list-style-type: none"> • Designing and Conducting Developmental group work with adolescents • Legislative processes of the Children's Institution
6	Family Interventions	<p>Clinical work (Term I):</p> <ul style="list-style-type: none"> • Diagnostic workup • Social investigations (home visit, HOME, school visit etc.) <p>Clinical work (Term II):</p> <ul style="list-style-type: none"> • Parent Counselling • Home based intervention with parents, parent training, PCIT • Clinical case report
7	Intervention for Children	<ul style="list-style-type: none"> • Case study of the child • Direct intervention with the child (0-12years) in the clinic / institution (individual counselling, play therapy or using play techniques)
8	Intervention for Adolescents	<ul style="list-style-type: none"> • Career guidance and profiling • Direct intervention with the adolescents (Practice skill of cognitive behaviour therapy, supportive counselling)
9	Integrating Interventions	<ul style="list-style-type: none"> • Supportive group interventions in the institutions • Case study of self

School: During the placement in the school the following tasks would be undertaken by the students:-

- Studying School as a System
- Micro process related to school mental health
- Designing and Conducting Developmental group work with adolescents
- Micro processes of pre-school education
- Career guidance and profiling

Child / Adolescent Guidance Service Centre: The students would conduct assessments, plan and monitor interventions with children & their families. Following tasks would be undertaken:-

- Case History
- Play observation
- Adolescent Interviews
- Vineland Adaptive Behaviour Scale
- Educational Assessment
- Personality Assessment
- Special diagnostic rating scales (CARS, Corner's etc.)
- Play sessions (II level)
- Spot diagnosis
- Diagnostic workup
- Social investigations (home visit, HOME, school visit etc.)
- Parent Counselling
- Home based intervention with parents, parent training, PCIT
- Clinical case report
- Restructuring school environment
- Direct intervention with the child (0-12years) in the clinic / institution (individual counselling, play therapy or using play techniques)
- Direct intervention with the adolescents (Practice skill of cognitive behaviour therapy, supportive counselling)

Children's Institution: In the Children's Institution the following tasks would be undertaken by the students:-

- Studying Children's Institutions from 'Rights' perspective and their legislative processes
- Direct intervention with the children and adolescents (Practice skill of Play Therapy, Cognitive Behaviour Therapy, Supportive Counselling etc.)
- Supportive group interventions in the institutions

Other Field Assignments: The student would undertake following other assignments:-

- Case study on self
- Case study of one child

Placements in the Field

Time Schedule / Days: Every student has to spend a minimum of 15 hours a week (2 days) on field work.

- During the first term students would be placed primarily in the schools (Every Tuesday) and AGSC/CGC and also carry out their free flowing assignments related to case studies (Every Saturday). By the end of the first term they would start visiting Children's Institutions for 3 – 4 hours on a Saturday.
- During the second term students would be placed primarily in Children's Institutions (Every Tuesday) and AGSC/CGC and also carry out their free flowing assignments related to case studies (Every Saturday). The students would be briefly provided opportunity to work in schools to carry out their tasks related to career guidance.
- The placement in the CGC/AGSC will be carried out on rotation in batches on **Tuesdays** and **Fridays** afternoons as per the roster drawn out for the purpose. This placement will be carried out through the year.

Attendance Requirement

The students are required to attend at least 90 percent of total field work days during concurrent field work placement.

Reporting of Field work

- Students would get a **Log Sheet** in which they will fill up the work done in the field work agency. The agency supervisor would duly sign the log sheets.
- During the first term the students would be expected to submit **field work reports** on **every Monday**. The report would be based on 'process recording' of experiences in the field. Thereafter they would make **synthesis report** for each of the field work tasks. The synthesis report would comprise all the process recordings of a particular task along with 'Analysis'(i.e. relating field experiences to theory or Learning's) and 'Self in relation to the task'(i.e. Self growth or Feelings).
- During the Second term the students would be only submitting Synthesis reports. However, for the purpose of supervision they will be required to make fieldwork diaries.
- The Synthesis reports would be the basis of field work evaluation at the end of the programme along with Viva voice.
- The internal evaluation will be based on classroom presentations of field work tasks, observations of student's work and process recordings

Field Work Supervision

Every student will be supported through intensive process of individual supervision. The student would get on opportunity of 40 - 45 minutes of individual interaction time with his / her supervisor once in a fortnight (Tuesday afternoons). Group supervision will also be provided to enhance integration of theory & practice and to develop skills.

The students will also be provided clinical supervision for their work in CGC/AGSC.

Internship

In addition to concurrent field work the students are also required to undergo two months of internship training immediately after appearing in their final examination. Students are not eligible to the award of degree unless they successfully complete this training. Preferences for the area and organizational setting during Internship are invited by February - March every year. The students are expected to make choices in order of preference. The Institute tries to arrange suitable organizations for placement. If inspite of best efforts the Institute may not be able to accommodate preference of the student, they will have to accept the alternative placements.

Evaluation Plan

A. Theory

A 1 Internal

1. Internal evaluation will be for a total of 360 marks with 40 marks for each of the nine theory papers. Internal evaluation would be based on two minor Unit Tests of 15 marks each and a Presentation of 10 marks across papers.

Term wise evaluation plan is as follows:

Subject	Paper Code	Term - I	Term - II
Child Development	EDGC101	Two minor Unit Tests and Presentation	-----
Exceptional Variations in Child Development	EDGC102	Two minor Unit Tests and Presentation	-----
Techniques of Child and Adolescents Assessment	EDGC103	Two minor Unit Tests and Presentation	-----
Child Rights and Policy	EDGC104	One minor Unit Test	One minor Unit Test and Presentation
Group Work and Community Intervention	EDGC105	One minor Unit Test and Presentation	One minor Unit Test
Family Interventions	EDGC106	One minor Unit Test	One minor Unit Test and Presentation
Interventions for Children	EDGC107	-----	Two minor Unit Tests and Presentation
Interventions for Adolescents	EDGC108	-----	Two minor Unit Tests and Presentation
Integrating Interventions	EDGC109	-----	Two minor Unit Tests and Presentation

2. Dates for Class Tests:

Term – I

- i. 10 – 16 October, 2012
- ii. 07– 13 December, 2012

Term – II

- i. 15 – 22 February, 2013
- ii. 10 – 17 April, 2013

A 2 External

The external evaluation will be carried out once at the end of the second term. The dates for Annual Examinations are **15 May, 2013 – 08 June, 2013.**

B. Fieldwork

Each paper would have a practicum that would be conducted in Schools, Children's Institution, Child Guidance Centre / Adolescent Guidance Service Centre. The students would also prepare two case studies – i) Case study of a child (any developmental stage) and ii) Case study of "Self" (Synthesis of self development workshops).

Following are the assignments:

Subject	Paper Code	Assignments	
		Term – I	Term - II
Child Development	EDGC151	<ul style="list-style-type: none"> • Micro processes of pre-school education • Developmental characteristics of child • Play activities of children across ages 	-----
Exceptional Variations in Child Development	EDGC152	Clinical Work: <ul style="list-style-type: none"> • Educational Assessment, • Personality Assessment, • Special diagnostic rating scales (CARS, Corner's etc.), • Play sessions (II level) • Spot diagnosis 	-----
Techniques of Child and Adolescents Assessment	EDGC153	Clinical work : <ul style="list-style-type: none"> • Case History • Play observation, • Adolescent Interviews, • VABS • Multiple Intelligences • Learning styles 	-----
Child Rights and Policy	EDGC154	<ul style="list-style-type: none"> • Studying School as a System • Micro process related to school mental health 	<ul style="list-style-type: none"> • Studying Children's Institutions from „Rights“ perspective

Group Work and Community Intervention	EDGC155	<ul style="list-style-type: none"> • Designing and Conducting Developmental group work with adolescents 	<ul style="list-style-type: none"> • Legislative processes of the Children's Institution
Family Interventions	EDGC156	Clinical Work: <ul style="list-style-type: none"> • Diagnostic workup, • Social investigations (home visit, HOME, school visit etc.) 	Clinical Work: <ul style="list-style-type: none"> • Parent Counselling, • Home based intervention with parents, parent training, PCIT, • Clinical case report
Interventions for Children	EDGC157	-----	Clinical Work: <ul style="list-style-type: none"> • Case study of the child • Direct intervention with the child (0-12years) in the clinic / institution (individual counselling, play therapy or using play techniques)
Interventions for Adolescents	EDGC158	-----	<ul style="list-style-type: none"> • Career guidance and profiling Clinical Work: <ul style="list-style-type: none"> • Direct intervention with the adolescents (Practice skill of cognitive behaviour therapy, supportive counselling)
Integrating Interventions	EDGC159	-----	<ul style="list-style-type: none"> • Supportive group interventions in the institutions • Case study of self

B 1 Internal Evaluation

1. Internal fieldwork evaluation would be carried out by fieldwork supervisors based on supervisory visits, fieldwork presentations and individual conference with the students. The emphasis would be in assessing the „student's work in process“. The evaluation will be carried out at two intervals - Mid Term (at the end of first term) and End Term (at the end of second term).
2. Dates for Fieldwork Evaluation:
Mid Term Fieldwork Evaluation: Friday, 14 December, 2012
End Term Fieldwork Evaluation: Wednesday 01 May, 2013 & Thursday, 02 May, 2013

B 2 External Evaluation

External Field work evaluations will be carried out at the end of the second term as a part of annual examination. It would be based on a) Synthesis Reports of students for each of their fieldwork assignments and b) Viva by experts.

DEPARTMENT OF ADULT & CONTINUING EDUCATION
FACULTY OF ARTS, EDUCATION & SOCIAL SCIENCES
JAI NARAIN VYAS UNIVERSITY, JODHPUR

ADMISSION DETAILS OF CERTIFICATE COURSES FOR THE YEAR 2016-17

S. No.	Name of Certificate Courses	Qualification	Seats	Fees	SFS / Non SFS	Course duration	Name of Paper
1.	Certificate Course on Population and Development Education	Graduate in any subject	35	Rs. 8,000/-	SFS	6 months	1. Theory Paper – 100 Marks 2. Practical and Viva Voce – 100 Marks
2	Certificate Course on Personality Development and Life Skills	U G student in any subject	35	Rs. 8,000/-	SFS	6 months	1. Theory Paper – 100 Marks 2. Practical and Viva Voce – 100 Marks

No Admission in last 5 years in above courses.



JAI NARAIN VYAS UNIVERSITY, JODHPUR
DEPARTMENT OF ADULT & CONTINUING EDUCATION

Syllabus of Certificate Course on Population & Development Education

Tenure Requirement

Total Six Months

Teaching : Four Months (60 lectures)

Field Work : Two Months

Examination

1. One Theory Paper : 100 Marks
2. Practical & Viva-Voce : 100 Marks

Pass-Marks 36%, separately in each paper.

Eligibility

An applicant must be graduate in any subject.

Paper I

Unit 1 : Concept, Objectives, Scope and Importance of Population Education, Issues and Nature of Population Education, Population & Development : Environmental Socio-economic and sustainable aspects and their inter-relationship. Population scenario and its structure. Regional, national and international. International Conference on Population & Development (ICPD) and its issues. Universal Principles and programmes of action related of ICPD.

Unit 2 : Population and Development; Empowerment of Women, Adolescent Education; Reproductive Health and Reproductive Rights. HIV / AIDS and Drug Abuse. Family: Social & Economic Aspects of Family, Quality of Life of Family.

Unit 3 : Population Geography of India; Major Population problems of India. Population Policy of India-2001; Programmes and Implications; Strategies and Techniques relation to Population Policy.

Unit 4 : Rajasthan : Trend of Population Growth, Effects of Rapid Population Growth. Socio-Economic aspects of Population Growth.

Population Determinants, Population Policy of Rajasthan 1999; Micro Planning. Programmes and Strategies for implication integrated Population & Development Projects in Rajasthan.

Unit 5 : Life Skill Education : Building a positive attitude, success, motivation self-esteem, interpersonal skills, goal setting. Values and vision

Paper II

Practical & Viva-Voce

The Practicals are to be of the Field Work type. It will include Survey, Case Study Work, etc. on any given topic / subject related to the Population & Development Education.

The copies of the typed report (on thesis size paper) based upon such Field Work are to be submitted by the students for evaluation within ten days of the Theory Examination.



Abus of Certificate Course on Personality Development and Life Skills

ENURE REQUIREMENT

Total Six Months

Classes: Three days a week of 90 minutes each

Project Work · Two Months

Fees : As per University norms

Examination

1. One Theory Paper : 100 Marks

2. Practical & Viva-Voce : 100 Marks

Eligibility: An applicant must be undergraduate in any subject.

Paper I

Unit 1 : Personality-concept of Personality, meaning of Personality Development, Steps to build a positive and pleasing personality, personality and fame.

Unit 2 : Soft skill education, positive attitude, success, motivation, self-esteem, inter-personal skills

Unit 3 : Values and life, meaning of values, values system, commitment, Changing values, character and values.

Unit 4 : Life skills, goal setting, time management, stress control, leadership

Unit 5 : Philosophy of Life. Swami Vivekanand-Powerful thoughts,
M.K. Gandhi-Basic Principles, J. Krishnamurty-Inner revolution,
A.P.J. Abdul Kalam-Message for Youth.

Paper II

Project Work and Viva-Voce

It will include success story, role-model analysis, interview with successful personalities, etc on any given topic / subject related to this course.

The copies of the typed report (on thesis size paper) based upon such project work are to be submitted by the student for evaluation.

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JAIN VISHVA BHARATI INSTITUTE
(DEEMED UNIVERSITY)
LADNUN-341306

BI/DU/Ph.D./97-98/3350-3600

Dated 30.8.97

N O T I F I C A T I O N

It is hereby notified that the Vice-Chancellor has accepted the thesis of the following candidate for the degree of DOCTOR OF PHILOSOPHY in the subject and the faculty as shown below and he has been declared eligible for the award of the degree of DOCTOR OF PHILOSOPHY of this Institute.

Name of the Student	: Om Prakash Tak
Date of Registration	: 08.09.93
Registration Number	: 08/NV/Ph.D./93
Enrolment Number	: 21/Ph.D./NV/93
Department/Faculty	: Non-violence and Peace Research
Title of the thesis	: "Gandhi Darshan Mein Yuvashakti: Ek Samikshatmak Vishleshan"
Name and Address of the Supervisor	: Dr. B.R. Dugar, Head of the Deptt. Non-violence and Peace Research JVBI, Ladnun.
Date of Declaration of Result	: 30.08.97

✓
(T.M. Dak) 30/8/97
Registrar

Copy forwarded to:

1. The Examinee concerned for information.
2. The Examiner concerned for information.
3. Registrars of all Universities.
4. Director of Education, Govt. of Rajasthan, Bikaner
5. The Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi.
6. The Secretary, Association of Indian Universities, AIU House, 16, Kotla Marg, New Delhi-110002
7. The Librarian, AIU, Rous Avenue, Shastri Bhawan New Delhi.
8. The Secretary to Govt. of India, HMD (Edu. Deptt.) New Delhi
9. The Secretary to the GOI, Ministry of Education and Culture, New Delhi-110001
10. The University News: AIU, AIU House, 16, Kotla Marg, New Delhi
11. The Director of College Education, Rajasthan, Jaipur.
12. The Member-Secretary, Indian Council of Social Sciences Research 35, Firoz Shah Road, New Delhi.
13. The Editor, Rajasthan Patrika, Dainik Navjyoti & Times of India for favour of publication free of cost if they so desire.
14. All the Heads of the Deptt./Sections, JVBI, Ladnun.
15. The Supervisor concerned
16. The Librarian, JVBI, Ladnun
17. P.A. to Vice-Chancellor/PA to Registrar

✓
(T.M. Dak) 30/8/97
Registrar

Certificate Course on Women, Policy, Laws and Gender Justice

Unit- I

- **Feminism:** Meaning and form of feminism in India
- Women in globalization and liberalization, Movement of Empowerment and Disempowerment
- Basic concepts: Sex, Gender, Patriarchy, Femininity, Masculinity, Androgyny, Sexuality, Discrimination and Empowerment
- Gender differences: Prevalence and Reasons. Indian perspective on Gender Development.

Unit- II

- **Status of women and Girl Child in India :** Educational & Nutritional.
- Indian Women: Historical and Current perspective. Political thinkers and women (Gandhi and Ambedkar). Indian Women: International Perspective.
- Women in Family, Culture and Writings.
- Crimes against women in Indian Perspective: Socially sanctioned crimes like dowry, Sati, Child Marriage and others like Rape, cruelty, Discrimination at work place.

Unit- III

- **Indian Constitution :** The concept of equality. Gender Empowerment Measures(GEM).
- Women Human Rights: Historical background, UN Conference and Convention on women. Need and Principles of women's Rights. Natural rights of a girl child. Right to Education.
- Law Concept and Importance. Judicial System. RTI, PIL, Legal Aid for women in India- Family Court.

Unit- IV

- **Laws for women in India: Marriage laws :** Special Marriage Act, 1954, Muslim Personal Law (Shariat) Application Act 1937, Prohibition of Child Marriage Act 2006.
- Divorce Law- Judicial Separation, Divorce and Maintenance (Hindu and Muslim) Cr. P. C Section 125. Live – in – agreements. Property Rights and women: Right to Succession and inheritance (Hindu and Muslim)
- Medical Termination of Pregnancy Act, 1971, PCPNDT Act, 2000. Prevention of Sexual Harassment of Women in Work Place, The indecent - representation of Women (Prohibition) Act, 1986,
- Domestic Violence Act, 2005.

Unit- V

- **Protecting Women's Rights in India :** Role of National Human Rights Commission, National Commission for Women, State Commission for Women
- Women's contribution in Policy Making and Women Empowerment Policy, 2001. (Centre & State).
- Understanding women's issues in Panchayati Raj and Local Bodies, 73rd & 74th Constitutional Amendment (committees and commissions on women's participation in PRIs)

Recommended Readings:

1. Agosin, Marjorie. *Women Gender, and Human Rights –A global perspective*. Rutgers University Press, A1 Books.co.in, September 01, 2001, Rediff Books, www.vefdamsbooks.com/no32167.htm
2. Arya, Anita. *Indian Women*. 3 Volumes, Volume - i Society and law, Volume - ii Education and empowerment Volume - iii) Work and development, New Delhi : Gyan Publishing House, 2000.
3. Basu, Aparna and Taneja, Anup. *Breaking out of invisibility*. Northern Book Centre, 2002.
4. Chawla, Monika. *Gender justice women and law in India*. Neha Publishers & Distributors, 2011.
5. Goel, Aruna. *Violence and protective measures for women development and empowerment*. New Delhi : Deep & Deep Publications, 2004.
6. Gupta, Indira. *India's 50 most illustrious women*. Icon Publications, 2003.
7. Jha, Madhu. *Women in Decision making positions*. Kanishka Publishers & Distributors, 2005.
8. Kaul, Vinita. *Women and the wind of Changes*. New Delhi : Gyan Publishing House, 2000.
9. Kumar, A. *Indian women – A Historical Perspective*. New Delhi : Anmol Publications Private Limited, 2006.
10. Majumdar, Maya. *Encyclopedia of gender equality through women empowerment*. Sarup and Sons Publications, January 01, 2005.
11. Rani, A. Celine. *Emerging pattern of Rural Women Leadership in India*. Kalpaz Publications, 2002.
12. Sahu, F.M. *Sex roles in transition –The changing dialogues between men and women*. New Delhi : Gyan Publishin House, 2003.
13. Sinha, A.K. *Panchayat Raj and empowerment of women*. Northern Book Centre, 2004.

Certificate Course on Women and Sustainable Development

Unit – I

- **Sustainable Development** : Meaning and concept. Type of sustainability : human, social, economic and environmental sustainability. Measuring Sustainable Development. Historical context and objectives of Sustainable Development. Benefits of Sustainable Development.
- Major stakeholders and institutions that drive change through Sustainable Development

Unit – II

- **Women education and Sustainable Development** : literacy rate, maternal health, birth rate, nutrition levels, education and empowerment.
- Factors influencing health and nutrition of women.
- Obstacles in higher education of women.

Unit – III

- **Women and environment** : Role of women in land utilization, management of energy resources, fuel wood collection, water harvesting and watershed.
- NGOs related to the women development.

Unit – IV

- **Women and economic sustainability** : microfinance and empowerment of women, Sustainable Development and Self help Groups.
- Different loan schemes for women.
- National and International funding agencies.

Unit – V

- **Policies for Sustainable Development** : role of local bodies and government in Sustainable Development.
- Role and techniques used by the private sectors and public sectors.
- Transparency and Sustainable Development.
- Role of NGOs through single issue advocacy or direct service provision.

Recommended Readings:

1. Arunachalam, Jaya. *Women's Equality – A Struggle for Survival*. New Delhi : Gyan Publishing House, 2000.
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**JAI NARAIN VYAS UNIVERSITY
(DEPARTMENT OF CHEMISTRY)
(PHARMACY COURSE)**

DIPLOMA IN PHARMACY

SYLLABUS

SESSION 2022-23

ER-2020 D.Pharm Syllabus – Part I

S. No.	Course Code	Name of the Course	Total Theory / Practical Hours	Total Tutorial Hours	Theory / Practical Hours per Week	Tutorial Hours per Week
1.	ER20-11T	Pharmaceutics – Theory	75	25	3	1
2.	ER20-11P	Pharmaceutics – Practical	75	-	3	-
3.	ER20-12T	Pharmaceutical Chemistry – Theory	75	25	3	1
4.	ER20-12P	Pharmaceutical Chemistry – Practical	75	-	3	-
5.	ER20-13T	Pharmacognosy – Theory	75	25	3	1
6.	ER20-13P	Pharmacognosy – Practical	75	-	3	-
7.	ER20-14T	Human Anatomy & Physiology – Theory	75	25	3	1
8.	ER20-14P	Human Anatomy & Physiology – Practical	75	-	3	-
9.	ER20-15T	Social Pharmacy – Theory	75	25	3	1
10.	ER20-15P	Social Pharmacy – Practical	75	-	3	-

PHARMACEUTICS – THEORY

Course Code: ER20-11T

75 Hours (3 Hours/week)

Scope: This course is designed to impart basic knowledge and skills on the art and science of formulating and dispensing different pharmaceutical dosage forms.

Course Objectives: This course will discuss the following aspects of pharmaceutical dosage forms

1. Basic concepts, types and need
2. Advantages and disadvantages, methods of preparation / formulation
3. Packaging and labelling requirements
4. Basic quality control tests, concepts of quality assurance and good manufacturing practices

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Describe about the different dosage forms and their formulation aspects
2. Explain the advantages, disadvantages, and quality control tests of different dosage forms
3. Discuss the importance of quality assurance and good manufacturing practices

Chapter	Topics	Hours
1	<ul style="list-style-type: none">• History of the profession of Pharmacy in India in relation to Pharmacy education, industry, pharmacy practice, and various professional associations.• Pharmacy as a career• Pharmacopoeia: Introduction to IP, BP, USP, NF and Extra Pharmacopoeia. Salient features of Indian Pharmacopoeia	7
2	Packaging materials: Types, selection criteria, advantages and disadvantages of glass, plastic, metal, rubber as packaging materials	5
3	Pharmaceutical aids: Organoleptic (Colouring, flavouring, and sweetening) agents Preservatives: Definition, types with examples and uses	3
4	Unit operations: Definition, objectives/applications, principles, construction, and workings of: Size reduction: hammer mill and ball mill Size separation: Classification of powders according to IP, Cyclone separator, Sieves and standards of sieves	9

	Mixing: Double cone blender, Turbine mixer, Triple roller mill and Silverson mixer homogenizer	
	Filtration: Theory of filtration, membrane filter and sintered glass filter	
	Drying: working of fluidized bed dryer and process of freeze drying	
	Extraction: Definition, Classification, method, and applications	
5	Tablets – coated and uncoated, various modified tablets (sustained release, extended-release, fast dissolving, multi-layered, etc.)	8
	Capsules - hard and soft gelatine capsules	4
	Liquid oral preparations - solution, syrup, elixir, emulsion, suspension, dry powder for reconstitution	6
	Topical preparations - ointments, creams, pastes, gels, liniments and lotions, suppositories, and pessaries	8
	Nasal preparations, Ear preparations	2
	Powders and granules - Insufflations, dusting powders, effervescent powders, and effervescent granules	3
	Sterile formulations – Injectables, eye drops and eye ointments	6
	Immunological products: Sera, vaccines, toxoids, and their manufacturing methods.	4
6	Basic structure, layout, sections, and activities of pharmaceutical manufacturing plants Quality control and quality assurance: Definition and concepts of quality control and quality assurance, current good manufacturing practice (cGMP), Introduction to the concept of calibration and validation	5
7	Novel drug delivery systems: Introduction, Classification with examples, advantages, and challenges	5

PHARMACEUTICS – PRACTICAL

Course Code: ER20-11P

75 Hours (3 Hours/week)

Scope: This course is designed to train the students in formulating and dispensing common pharmaceutical dosage forms.

Course Objectives: This course will discuss and train the following aspects of preparing and dispensing various pharmaceutical dosage forms

1. Calculation of working formula from the official master formula

2. Formulation of dosage forms based on working formula
3. Appropriate Packaging and labelling requirements
4. Methods of basic quality control tests

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Calculate the working formula from the given master formula
2. Formulate the dosage form and dispense in an appropriate container
3. Design the label with the necessary product and patient information
4. Perform the basic quality control tests for the common dosage forms

Practicals

1. Handling and referring the official references: Pharmacopoeias, Formularies, etc. for retrieving formulas, procedures, etc.
 2. Formulation of the following dosage forms as per monograph standards and dispensing with appropriate packaging and labelling
 - **Liquid Oral:** Simple syrup, Piperazine citrate elixir, Aqueous Iodine solution
 - **Emulsion:** Castor oil emulsion, Cod liver oil emulsion
 - **Suspension:** Calamine lotion, Magnesium hydroxide mixture
 - **Ointment:** Simple ointment base, Sulphur ointment
 - **Cream:** Cetrimide cream
 - **Gel:** Sodium alginate gel
 - **Liniment:** Turpentine liniment, White liniment BPC
 - **Dry powder:** Effervescent powder granules, Dusting powder
 - **Sterile Injection:** Normal Saline, Calcium gluconate Injection
 - **Hard Gelatine Capsule:** Tetracycline capsules
 - **Tablet:** Paracetamol tablets
 3. Formulation of at least five commonly used cosmetic preparations – e.g. cold cream, shampoo, lotion, toothpaste etc
 4. Demonstration on various stages of tablet manufacturing processes
 5. Appropriate methods of usage and storage of all dosage forms including special dosage such as different types of inhalers, spacers, insulin pens
 6. Demonstration of quality control tests and evaluation of common dosage forms viz. tablets, capsules, emulsion, sterile injections as per the monographs
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Assignments

The students shall be asked to submit written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. Various systems of measures commonly used in prescribing, compounding and dispensing practices
2. Market preparations (including Fixed Dose Combinations) of each type of dosage forms, their generic name, minimum three brand names and label contents of the dosage forms mentioned in theory/practical
3. Overview of various machines / equipments / instruments involved in the formulation and quality control of various dosage forms / pharmaceutical formulations.
4. Overview of extemporaneous preparations at community / hospital pharmacy vs. manufacturing of dosage forms at industrial level
5. Basic pharmaceutical calculations: ratios, conversion to percentage fraction, alligation, proof spirit, isotonicity

Field Visit

The students shall be taken for an industrial visit to pharmaceutical industries to witness and understand the various processes of manufacturing of any of the common dosage forms viz. tablets, capsules, liquid orals, injectables, etc. Individual reports from each student on their learning experience from the field visit shall be submitted.

PHARMACEUTICAL CHEMISTRY – THEORY

Course Code: ER20-12T

75 Hours (3 Hours/week)

Scope: This course is designed to impart basic knowledge on the chemical structure, storage conditions and medicinal uses of organic and inorganic chemical substances used as drugs and pharmaceuticals. Also, this course discusses the impurities, quality control aspects of chemical substances used in pharmaceuticals.

Course Objectives: This course will discuss the following aspects of the chemical substances used as drugs and pharmaceuticals for various disease conditions

1. Chemical classification, chemical name, chemical structure
2. Pharmacological uses, doses, stability and storage conditions
3. Different types of formulations / dosage form available and their brand names
4. Impurity testing and basic quality control tests

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Describe the chemical class, structure and chemical name of the commonly used drugs and pharmaceuticals of both organic and inorganic nature
2. Discuss the pharmacological uses, dosage regimen, stability issues and storage conditions of all such chemical substances commonly used as drugs
3. Describe the quantitative and qualitative analysis, impurity testing of the chemical substances given in the official monographs
4. Identify the dosage form & the brand names of the drugs and pharmaceuticals popular in the marketplace

Chapter	Topic	Hours
1	Introduction to Pharmaceutical chemistry: Scope and objectives Sources and types of errors: Accuracy, precision, significant figures Impurities in Pharmaceuticals: Source and effect of impurities in Pharmacopoeial substances, importance of limit test, Principle and procedures of Limit tests for chlorides, sulphates, iron, heavy metals and arsenic.	8
2	Volumetric analysis: Fundamentals of volumetric analysis, Acid-base titration, non-aqueous titration, precipitation titration, complexometric titration, redox titration Gravimetric analysis: Principle and method.	8

3	Inorganic Pharmaceuticals: Pharmaceutical formulations, market preparations, storage conditions and uses of <ul style="list-style-type: none"> ● Haematinics: Ferrous sulphate, Ferrous fumarate, Ferric ammonium citrate, Ferrous ascorbate, Carbonyl iron ● Gastro-intestinal Agents: Antacids :Aluminium hydroxide gel, Magnesium hydroxide, Magaldrate, Sodium bicarbonate, Calcium Carbonate, Acidifying agents, Adsorbents, Protectives, Cathartics ● Topical agents: Silver Nitrate, Ionic Silver, Chlorhexidine Gluconate, Hydrogen peroxide, Boric acid, Bleaching powder, Potassium permanganate ● Dental products: Calcium carbonate, Sodium fluoride, Denture cleaners, Denture adhesives, Mouth washes ● Medicinal gases: Carbon dioxide, nitrous oxide, oxygen 	7
4	Introduction to nomenclature of organic chemical systems with particular reference to heterocyclic compounds containing up to Three rings	2
Study of the following category of medicinal compounds with respect to classification, chemical name, chemical structure (compounds marked with*) uses, stability and storage conditions, different types of formulations and their popular brand names		
5	Drugs Acting on Central Nervous System <ul style="list-style-type: none"> ● Anaesthetics: Thiopental Sodium*, Ketamine Hydrochloride*, Propofol ● Sedatives and Hypnotics: Diazepam*, Alprazolam*, Nitrazepam, Phenobarbital* ● Antipsychotics: Chlorpromazine Hydrochloride*, Haloperidol*, Risperidone*, Sulpiride*, Olanzapine, Quetiapine, Lurasidone ● Anticonvulsants: Phenytoin*, Carbamazepine*, Clonazepam, Valproic Acid*, Gabapentin*, Topiramate, Vigabatrin, Lamotrigine ● Anti-Depressants: Amitriptyline Hydrochloride*, Imipramine Hydrochloride*, Fluoxetine*, Venlafaxine, Duloxetine, Sertraline, Citalopram, Escitalopram, Fluvoxamine, Paroxetine 	9
6	Drugs Acting on Autonomic Nervous System <ul style="list-style-type: none"> ● Sympathomimetic Agents: Direct Acting: Nor-Epinephrine*, Epinephrine, Phenylephrine, 	9

	<p>Dopamine*, Terbutaline, Salbutamol (Albuterol), Naphazoline*, Tetrahydrozoline. Indirect Acting Agents: Hydroxy Amphetamine, Pseudoephedrine. Agents With Mixed Mechanism: Ephedrine, Metaraminol</p> <ul style="list-style-type: none"> ● Adrenergic Antagonists: Alpha Adrenergic Blockers: Tolazoline, Phentolamine ● Phenoxybenzamine, Prazosin. Beta Adrenergic Blockers: Propranolol*, Atenolol*, Carvedilol ● Cholinergic Drugs and Related Agents: Direct Acting Agents: Acetylcholine*, Carbachol, And Pilocarpine. Cholinesterase Inhibitors: Neostigmine*, Edrophonium Chloride, Tacrine Hydrochloride, Pralidoxime Chloride, Echothiopate Iodide ● Cholinergic Blocking Agents: Atropine Sulphate*, Ipratropium Bromide <p>Synthetic Cholinergic Blocking Agents: Tropicamide, Cyclopentolate Hydrochloride, Clidinium Bromide, Dicyclomine Hydrochloride*</p>	
7	<p>Drugs Acting on Cardiovascular System</p> <ul style="list-style-type: none"> ● Anti-Arrhythmic Drugs: Quinidine Sulphate, Procainamide Hydrochloride, Verapamil, Phenytoin Sodium*, Lidocaine Hydrochloride, Lorcaïnide Hydrochloride, Amiodarone and Sotalol ● Anti-Hypertensive Agents: Propranolol*, Captopril*, Ramipril, Methyldopate Hydrochloride, Clonidine Hydrochloride, Hydralazine Hydrochloride, Nifedipine, ● Antianginal Agents: Isosorbide Dinitrate 	5
8	<p>Diuretics: Acetazolamide, Frusemide*, Bumetanide, Chlorthalidone, Benzthiazide, Metolazone, Xipamide, Spironolactone</p>	2
9	<p>Hypoglycemic Agents: Insulin and Its Preparations, Metformin*, Glibenclamide*, Glimepiride, Pioglitazone, Repaglinide, Gliflozins, Gliptins</p>	3
10	<p>Analgesic And Anti-Inflammatory Agents: Morphine Analogues, Narcotic Antagonists; Nonsteroidal Anti-Inflammatory Agents (NSAIDs) - Aspirin*, Diclofenac, Ibuprofen*, Piroxicam, Celecoxib, Mefenamic Acid, Paracetamol*, Aceclofenac</p>	3
11	<p>Anti-Infective Agents</p> <ul style="list-style-type: none"> ● Antifungal Agents: Amphotericin-B, Griseofulvin, Miconazole, Ketoconazole*, Itraconazole, Fluconazole*, Naftifine Hydrochloride 	8

	<ul style="list-style-type: none"> ● Urinary Tract Anti-Infective Agents: Norfloxacin, Ciprofloxacin, Ofloxacin*, Moxifloxacin, ● Anti-Tubercular Agents: INH*, Ethambutol, Para Amino Salicylic Acid, Pyrazinamide, Rifampicin, Bedaquiline, Delamanid, Pretomanid* ● Antiviral Agents: Amantadine Hydrochloride, Idoxuridine, Acyclovir*, Foscarnet, Zidovudine, Ribavirin, Remdesivir, Favipiravir ● Antimalarials: Quinine Sulphate, Chloroquine Phosphate*, Primaquine Phosphate, Mefloquine*, Cycloguanil, Pyrimethamine, Artemisinin ● Sulfonamides: Sulfanilamide, Sulfadiazine, Sulfamethoxazole, Sulfacetamide*, Mafenide Acetate, Cotrimoxazole, Dapsone* 	
12	Antibiotics: Penicillin G, Amoxicillin*, Cloxacillin, Streptomycin, Tetracyclines: Doxycycline, Minocycline, Macrolides: Erythromycin, Azithromycin, Miscellaneous: Chloramphenicol* Clindamycin	8
13	Anti-Neoplastic Agents: Cyclophosphamide*, Busulfan, Mercaptopurine, Fluorouracil*, Methotrexate, Dactinomycin, Doxorubicin Hydrochloride, Vinblastine Sulphate, Cisplatin*, Dromostanolone Propionate	3

PHARMACEUTICAL CHEMISTRY – PRACTICAL

Course Code: ER20-12P

75 Hours (3 Hours/week)

Scope: This course is designed to impart basic training and hands-on experiences to synthesis chemical substances used as drugs and pharmaceuticals. Also, to perform the quality control tests, impurity testing, test for purity and systematic qualitative analysis of chemical substances used as drugs and pharmaceuticals.

Course Objectives: This course will provide the hands-on experience on the following aspects of chemical substances used as drugs and pharmaceuticals

1. Limit tests and assays of selected chemical substances as per the monograph
2. Volumetric analysis of the chemical substances
3. Basics of preparatory chemistry and their analysis
4. Systematic qualitative analysis for the identification of the chemical drugs

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Perform the limit tests for various inorganic elements and report
2. Prepare standard solutions using the principles of volumetric analysis
3. Test the purity of the selected inorganic and organic compounds against the monograph standards
4. Synthesize the selected chemical substances as per the standard synthetic scheme
5. Perform qualitative tests to systematically identify the unknown chemical substances

Practicals

S. No.	Experiment
1	Limit test for ● Chlorides; sulphate; Iron; heavy metals
2	Identification tests for Anions and Cations as per Indian Pharmacopoeia
3	Fundamentals of Volumetric analysis Preparation of standard solution and standardization of Sodium Hydroxide, Potassium Permanganate
4	Assay of the following compounds ● Ferrous sulphate- by redox titration ● Calcium gluconate-by complexometric ● Sodium chloride-by Modified Volhard's method ● Ascorbic acid by iodometry ● Ibuprofen by alkalimetry
5	Fundamentals of preparative organic chemistry Determination of Melting point and boiling point of organic compounds
6	Preparation of organic compounds • Benzoic acid from Benzamide • Picric acid from Phenol
7	Identification and test for purity of pharmaceuticals Aspirin, Caffeine, Paracetamol, Sulfanilamide
8	Systematic Qualitative analysis experiments (4 substances)

Assignments

The students shall be asked to submit the written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. Different monographs and formularies available and their major contents
 2. Significance of quality control and quality assurance in pharmaceutical industries
 3. Overview on Green Chemistry
 4. Various software programs available for computer aided drug discovery
 5. Various instrumentations used for characterization and quantification of drug
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PHARMACOGNOSY – THEORY

Course Code: ER20-13T

75 Hours (3 Hours/week)

Scope: This course is designed to impart knowledge on the medicinal uses of various drugs of natural origin. Also, the course emphasizes the fundamental concepts in the evaluation of crude drugs, alternative systems of medicine, nutraceuticals, and herbal cosmetics.

Course Objectives: This course will discuss the following aspects of drug substances derived from natural resources.

1. Occurrence, distribution, isolation, identification tests of common phytoconstituents
2. Therapeutic activity and pharmaceutical applications of various natural drug substances and phytoconstituents
3. Biological source, chemical constituents of selected crude drugs and their therapeutic efficacy in common diseases and ailments
4. Basic concepts in quality control of crude drugs and various system of medicines
5. Applications of herbs in health foods and cosmetics

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Identify the important/common crude drugs of natural origin
2. Describe the uses of herbs in nutraceuticals and cosmeceuticals
3. Discuss the principles of alternative system of medicines
4. Describe the importance of quality control of drugs of natural origin

Chapter	Topic	Hours
1	Definition, history, present status and scope of Pharmacognosy	2
2	Classification of drugs: <ul style="list-style-type: none">● Alphabetical● Taxonomical● Morphological● Pharmacological● Chemical● Chemo-taxonomical	4
3	Quality control of crude drugs: <ul style="list-style-type: none">● Different methods of adulteration of crude drugs● Evaluation of crude drugs	6

4	Brief outline of occurrence, distribution, isolation, identification tests, therapeutic activity and pharmaceutical applications of alkaloids, terpenoids, glycosides, volatile oils, tannins and resins.	6
5	Biological source, chemical constituents and therapeutic efficacy of the following categories of crude drugs.	
	Laxatives	Aloe, Castor oil, Ispaghula, Senna
	Cardiotonic	Digitalis, Arjuna
	Carminatives and G.I. regulators	Coriander, Fennel, Cardamom, Ginger, Clove, Black Pepper, Asafoetida, Nutmeg, Cinnamon
	Astringents	Myrobalan, Black Catechu, Pale Catechu
	Drugs acting on nervous system	Hyoscyamus, Belladonna, Ephedra, Opium, Tea leaves, Coffee seeds, Coca
	Anti-hypertensive	Rauwolfia
	Anti-tussive	Vasaka, Tolu Balsam
	Anti-rheumatics	Colchicum seed
	Anti-tumour	Vinca, Podophyllum
	Antidiabetics	Pterocarpus, Gymnema
	Diuretics	Gokhru, Punarnava
	Anti-dysenteric	Ipecacuanha
	Antiseptics and disinfectants	Benzoin, Myrrh, Neem, Turmeric
	Antimalarials	Cinchona, Artemisia
	Oxytocic	Ergot
	Vitamins	Cod liver oil, Shark liver oil
	Enzymes	Papaya, Diastase, Pancreatin, Yeast
Pharmaceutical Aids	Kaolin, Lanolin, Beeswax, Acacia, Tragacanth, Sodium alginate, Agar, Guar gum, Gelatine	
Miscellaneous	Squill, Galls, Ashwagandha, Tulsi, Guggul	
6	Plant fibres used as surgical dressings: Cotton, silk, wool and regenerated fibres Sutures – Surgical Catgut and Ligatures	3
7	● Basic principles involved in the traditional systems of medicine like: Ayurveda, Siddha, Unani and Homeopathy ● Method of preparation of Ayurvedic formulations like: Arista, Asava, Gutika, Taila, Churna, Lehya and Bhasma	8

8	Role of medicinal and aromatic plants in national economy and their export potential	2
9	Herbs as health food: Brief introduction and therapeutic applications of: Nutraceuticals, Antioxidants, Pro-biotics, Pre-biotics, Dietary fibres, Omega-3-fatty acids, Spirulina, Carotenoids, Soya and Garlic	4
10	Introduction to herbal formulations	4
11	Herbal cosmetics: Sources, chemical constituents, commercial preparations, therapeutic and cosmetic uses of: Aloe vera gel, Almond oil, Lavender oil, Olive oil, Rosemary oil, Sandal Wood oil	4
12	Phytochemical investigation of drugs	2

PHARMACOGNOSY – PRACTICAL

Course Code: ER20-13P

75 Hours (3 Hours/week)

Scope: This course is designed to train the students in physical identification, morphological characterization, physical and chemical characterization, and evaluation of commonly used herbal drugs.

Course Objectives: This course will provide hands-on experiences to the students in

1. Identification of the crude drugs based on their morphological characteristics
2. Various characteristic anatomical characteristics of the herbal drugs studied through transverse section
3. Physical and chemical tests to evaluate the crude drugs

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Identify the given crude drugs based on the morphological characteristics
2. Take a transverse section of the given crude drugs
3. Describe the anatomical characteristics of the given crude drug under microscopical conditions
4. Carry out the physical and chemical tests to evaluate the given crude drugs

Practicals

1. Morphological Identification of the following drugs:

Ispaghula, Senna, Coriander, Fennel, Cardamom, Ginger, Nutmeg, Black Pepper, Cinnamon, Clove, Ephedra, Rauwolfia, Gokhru, Punarnava, Cinchona, Agar.

2. Gross anatomical studies (Transverse Section) of the following drugs:

Ajwain, Datura, Cinnamon, Cinchona, Coriander, Ashwagandha, Liquorice, Clove, Curcuma, Nux_vomica, Vasaka

3. Physical and chemical tests for evaluation of any FIVE of the following drugs:

Asafoetida, Benzoin, Pale catechu, Black catechu, Castor oil, Acacia, Tragacanth, Agar, Guar gum, Gelatine.

Assignments

The students shall be asked to submit the written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. Market preparations of various dosage forms of Ayurvedic, Unani, Siddha, Homeopathic (Classical and Proprietary), indications, and their labelling requirements
2. Market preparations of various herbal formulations and herbal cosmetics, indications, and their labelling requirements
3. Herb-Drug interactions documented in the literature and their clinical significances

Field Visit

The students shall be taken in groups to a medicinal garden to witness and understand the nature of various medicinal plants discussed in theory and practical courses. Additionally, they shall be taken in groups to the pharmacies of traditional systems of medicines to understand the availability of various dosage forms and their labelling requirements. Individual reports from each student on their learning experience from the field visit shall be submitted.

HUMAN ANATOMY AND PHYSIOLOGY – THEORY

Course Code: ER20-14T

75 Hours (3 Hours/week)

Scope: This course is designed to impart basic knowledge on the structure and functions of the human body. It helps in understanding both homeostasis mechanisms and homeostatic imbalances of various systems of the human body.

Course Objectives: This course will discuss the following:

1. Structure and functions of the various organ systems and organs of the human body
2. Homeostatic mechanisms and their imbalances in the human body
3. Various vital physiological parameters of the human body and their significances

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Describe the various organ systems of the human body
2. Discuss the anatomical features of the important human organs and tissues
3. Explain the homeostatic mechanisms regulating the normal physiology in the human system
4. Discuss the significance of various vital physiological parameters of the human body

Chapter	Topic	Hours
1	Scope of Anatomy and Physiology Definition of various terminologies	2
2	Structure of Cell: Components and its functions	2
3	Tissues of the human body: Epithelial, Connective, Muscular and Nervous tissues – their sub-types and characteristics.	4
4	Osseous system: structure and functions of bones of axial and appendicular skeleton Classification, types and movements of joints, disorders of joints	3 3
5	Haemopoietic system <ul style="list-style-type: none">● Composition and functions of blood● Process of Hemopoiesis● Characteristics and functions of RBCs, WBCs, and platelets● Mechanism of Blood Clotting● Importance of Blood groups	8

6	Lymphatic system <ul style="list-style-type: none"> ● Lymph and lymphatic system, composition, function and its formation. ● Structure and functions of spleen and lymph node. 	3
7	Cardiovascular system <ul style="list-style-type: none"> ● Anatomy and Physiology of heart ● Blood vessels and circulation (Pulmonary, coronary and systemic circulation) ● Cardiac cycle and Heart sounds, Basics of ECG ● Blood pressure and its regulation 	8
8	Respiratory system <ul style="list-style-type: none"> ● Anatomy of respiratory organs and their functions. ● Regulation, and Mechanism of respiration. ● Respiratory volumes and capacities – definitions 	4
9	Digestive system <ul style="list-style-type: none"> ● Anatomy and Physiology of the GIT ● Anatomy and functions of accessory glands ● Physiology of digestion and absorption 	8
10	Skeletal muscles <ul style="list-style-type: none"> ● Histology ● Physiology of muscle contraction ● Disorder of skeletal muscles 	2
11	Nervous system <ul style="list-style-type: none"> ● Classification of nervous system ● Anatomy and physiology of cerebrum, cerebellum, mid brain ● Function of hypothalamus, medulla oblongata and basal ganglia ● Spinal cord-structure and reflexes ● Names and functions of cranial nerves. ● Anatomy and physiology of sympathetic and parasympathetic nervous system (ANS) 	8
12	Sense organs - Anatomy and physiology of <ul style="list-style-type: none"> ● Eye ● Ear ● Skin ● Tongue ● Nose 	6
13	Urinary system <ul style="list-style-type: none"> ● Anatomy and physiology of urinary system ● Physiology of urine formation ● Renin - angiotensin system ● Clearance tests and micturition 	4

14	Endocrine system (Hormones and their functions) <ul style="list-style-type: none"> ● Pituitary gland ● Adrenal gland ● Thyroid and parathyroid gland ● Pancreas and gonads 	6
15	Reproductive system <ul style="list-style-type: none"> ● Anatomy of male and female reproductive system ● Physiology of menstruation ● Spermatogenesis and Oogenesis ● Pregnancy and parturition 	4

HUMAN ANATOMY AND PHYSIOLOGY – PRACTICAL

Course Code: ER20-14P

75 Hours (3 Hours/week)

Scope: This course is designed to train the students and instil the skills for carrying out basic physiological monitoring of various systems and functions.

Course Objectives: This course will provide hands-on experience in the following:

1. General blood collection techniques and carrying out various haematological assessments and interpreting the results
2. Recording and monitoring the vital physiological parameters in human subjects and the basic interpretations of the results
3. Microscopic examinations of the various tissues permanently mounted in glass slides
4. Discuss the anatomical and physiological characteristics of various organ systems of the body using models, charts, and other teaching aids

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Perform the haematological tests in human subjects and interpret the results
2. Record, monitor and document the vital physiological parameters of human subjects and interpret the results
3. Describe the anatomical features of the important human tissues under the microscopical conditions
4. Discuss the significance of various anatomical and physiological characteristics of the human body

Practicals

1. Study of compound microscope
 2. General techniques for the collection of blood
 3. Microscopic examination of Epithelial tissue, Cardiac muscle, Smooth muscle, Skeletal muscle, Connective tissue, and Nervous tissue of ready / pre-prepared slides.
 4. Study of Human Skeleton-Axial skeleton and appendicular skeleton
 5. Determination of
 - a. Blood group
 - b. ESR
 - c. Haemoglobin content of blood
 - d. Bleeding time and Clotting time
 6. Determination of WBC count of blood
 7. Determination of RBC count of blood
 8. Determination of Differential count of blood
 9. Recording of Blood Pressure in various postures, different arms, before and after exertion and interpreting the results
 10. Recording of Body temperature (using mercury, digital and IR thermometers at various locations), Pulse rate/ Heart rate (at various locations in the body, before and after exertion), Respiratory Rate
 11. Recording Pulse Oxygen (before and after exertion)
 12. Recording force of air expelled using Peak Flow Meter
 13. Measurement of height, weight, and BMI
 14. Study of various systems and organs with the help of chart, models, and specimens
 - a) Cardiovascular system
 - b) Respiratory system
 - c) Digestive system
 - d) Urinary system
 - e) Endocrine system
 - f) Reproductive system
 - g) Nervous system
 - h) Eye
 - i) Ear
 - j) Skin
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SOCIAL PHARMACY – THEORY

Course Code: ER20-15T

75 Hours (3 Hours/week)

Scope: This course is designed to impart basic knowledge on public health, epidemiology, preventive care, and other social health related concepts. Also, to emphasize the roles of pharmacists in the public health programs.

Course Objectives: This course will discuss about basic concepts of

1. Public health and national health programs
2. Preventive healthcare
3. Food and nutrition related health issues
4. Health education and health promotion
5. General roles and responsibilities of pharmacists in public health

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Discuss about roles of pharmacists in the various national health programs
2. Describe various sources of health hazards and disease preventive measures
3. Discuss the healthcare issues associated with food and nutritional substances
4. Describe the general roles and responsibilities of pharmacists in public health

Chapter	Topic	Hours
1	Introduction to Social Pharmacy <ul style="list-style-type: none">• Definition and Scope. Social Pharmacy as a discipline and its scope in improving the public health. Role of Pharmacists in Public Health. (2)• Concept of Health -WHO Definition, various dimensions, determinants, and health indicators. (3)• National Health Policy – Indian perspective (1)• Public and Private Health System in India, National Health Mission (2)• Introduction to Millennium Development Goals, Sustainable Development Goals, FIP Development Goals (1)	9
2	Preventive healthcare – Role of Pharmacists in the following <ul style="list-style-type: none">• Demography and Family Planning (3)• Mother and child health, importance of breastfeeding, ill effects of infant milk substitutes and bottle feeding (2)• Overview of Vaccines, types of immunity and immunization (4)	18

	<ul style="list-style-type: none"> • Effect of Environment on Health – Water pollution, importance of safe drinking water, waterborne diseases, air pollution, noise pollution, sewage and solid waste disposal, occupational illnesses, Environmental pollution due to pharmaceuticals (7) • Psychosocial Pharmacy: Drugs of misuse and abuse – psychotropics, narcotics, alcohol, tobacco products. Social Impact of these habits on social health and productivity and suicidal behaviours (2) 	
3	Nutrition and Health <ul style="list-style-type: none"> • Basics of nutrition – Macronutrients and Micronutrients (3) • Importance of water and fibres in diet (1) • Balanced diet, Malnutrition, nutrition deficiency diseases, ill effects of junk foods, calorific and nutritive values of various foods, fortification of food (3) • Introduction to food safety, adulteration of foods, effects of artificial ripening, use of pesticides, genetically modified foods (1) • Dietary supplements, nutraceuticals, food supplements – indications, benefits, Drug-Food Interactions (2) 	10
4	<p>Introduction to Microbiology and common microorganisms (3)</p> <p>Epidemiology: Introduction to epidemiology, and its applications. Understanding of terms such as epidemic, pandemic, endemic, mode of transmission, outbreak, quarantine, isolation, incubation period, contact tracing, morbidity, mortality, . (2)</p> <p>Causative agents, epidemiology and clinical presentations and Role of Pharmacists in educating the public in prevention of the following communicable diseases:</p> <ul style="list-style-type: none"> • Respiratory infections – chickenpox, measles, rubella, mumps, influenza (including Avian-Flu, H1N1, SARS, MERS, COVID-19), diphtheria, whooping cough, meningococcal meningitis, acute respiratory infections, tuberculosis, Ebola (7) • Intestinal infections – poliomyelitis, viral hepatitis, cholera, acute diarrheal diseases, typhoid, amebiasis, worm infestations, food poisoning (7) 	28

	<ul style="list-style-type: none"> • Arthropod-borne infections - dengue, malaria, filariasis and, chikungunya (4) • Surface infections – trachoma, tetanus, leprosy (2) • STDs, HIV/AIDS (3) 	
5	Introduction to health systems and all ongoing National Health programs in India, their objectives, functioning, outcome, and the role of pharmacists.	8
6	Pharmacoeconomics – Introduction, basic terminologies, importance of pharmacoeconomics	2

SOCIAL PHARMACY – PRACTICAL

Course Code: ER20-15P

75 Hours (3 Hours/week)

Scope: This course is designed to provide simulated experience in various public health and social pharmacy activities.

Course Objectives: This course will train the students on various roles of pharmacists in public health and social pharmacy activities in the following areas:

1. National immunization programs
2. Reproductive and child health programs
3. Food and nutrition related health programs
4. Health education and promotion
5. General roles and responsibilities of the pharmacists in public health
6. First Aid for various emergency conditions including basic life support and cardiopulmonary resuscitation

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Describe the roles and responsibilities of pharmacists in various National health programs
2. Design promotional materials for public health awareness
3. Describe various health hazards including microbial sources
4. Advice on preventive measures for various diseases
5. Provide first aid for various emergency conditions

Note: Demonstration / Hands-on experience / preparation of charts / models / promotional materials / role plays / enacting / e-brochures / e-flyers / podcasts / video podcasts / any other innovative activities to understand the concept of various elements of social pharmacy listed here. (At least one activity to be carried out for each one of the following):

Practicals

1. National immunization schedule for children, adult vaccine schedule, Vaccines which are not included in the National Immunization Program.
 2. RCH – reproductive and child health – nutritional aspects, relevant national health programmes.
 3. Family planning devices
 4. Microscopical observation of different microbes (readymade slides)
 5. Oral Health and Hygiene
 6. Personal hygiene and etiquettes – hand washing techniques, Cough and sneeze etiquettes.
 7. Various types of masks, PPE gear, wearing/using them, and disposal.
 8. Menstrual hygiene, products used
 9. First Aid – Theory, basics, demonstration, hands on training, audio-visuals, and practice, BSL (Basic Life Support) Systems [SCA - Sudden Cardiac Arrest, FBAO - Foreign Body Airway Obstruction, CPR, Defibrillation (using AED) (Includes CPR techniques, First Responder).
 10. Emergency treatment for all medical emergency cases viz. snake bite, dog bite, insecticide poisoning, fractures, burns, epilepsy etc.
 11. Role of Pharmacist in Disaster Management.
 12. Marketed preparations of disinfectants, antiseptics, fumigating agents, antilarval agents, mosquito repellents, etc.
 13. Health Communication: Audio / Video podcasts, Images, Power Point Slides, Short Films, etc. in regional language(s) for mass communication / education / Awareness on 5 different communicable diseases, their signs and symptoms, and prevention.
 14. Water purification techniques, use of water testing kit, calculation of Content/percentage of KMnO_4 , bleaching powder to be used for wells/tanks
 15. Counselling children on junk foods, balanced diets – using Information, Education and Communication (IEC), counselling, etc. (Simulation Experiments).
 16. Preparation of various charts on nutrition, sources of various nutrients from Locally available foods, calculation of caloric needs of different groups (e.g. child, mother, sedentary lifestyle, etc.). Chart of glycemic index of foods.
 17. Tobacco cessation, counselling, identifying various tobacco containing products through charts/pictures
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Assignment

The students shall be asked to submit the written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. An overview of Women's Health Issues
2. Study the labels of various packed foods to understand their nutritional contents
3. Breastfeeding counselling, guidance – using Information, Education and Communication (IEC)
4. Information about the organizations working on de-addiction services in the region (city / district, etc.)
5. Role of a pharmacist in disaster management – A case study
6. Overview on the National Tuberculosis Elimination Programme (NTEP)
7. Drug disposal systems in the country, at industry level and citizen level
8. Various Prebiotics or Probiotics (dietary and market products)
9. Emergency preparedness: Study of local Government structure with respect to Fire, Police departments, health department
10. Prepare poster/presentation for general public on any one of the Health Days. e.g. Day, AIDS Day, Handwashing Day, ORS day, World Diabetes Day, World Heart Day, etc.
11. List of home medicines, their storage, safe handling, and disposal of unused medicines
12. Responsible Use of Medicines: From Purchase to Disposal
13. Collection of newspaper clips (minimum 5) relevant to any one topic and its submission in an organized form with collective summary based on the news items
14. Read a minimum of one article relevant to any theory topic, from Pharma /Science/ or other Periodicals and prepare summary of it for submission
15. Potential roles of pharmacists in rural India

Field Visits

The students shall be taken in groups to visit any THREE of the following facilities to witness and understand the activities of such centres/facilities from the perspectives of the topics discussed in theory and/or practical courses. Individual reports from each student on their learning experience from the field visits shall be submitted.

1. Garbage Treatment Plant
 2. Sewage Treatment Plant
 3. Bio-medical Waste Treatment Plant
 4. Effluent Treatment Plant
 5. Water purification plant
 6. Orphanage / Elderly-Care-Home / School and or Hostel/Home for persons with disabilities
 7. Primary health care centre
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ER-2020 D.Pharm Syllabus – Part II

S. No.	Course Code	Name of the Course	Total Theory / Practical Hours	Total Tutorial Hours	Theory / Practical Hours per Week	Tutorial Hours per Week
1.	ER20-21T	Pharmacology – Theory	75	25	3	1
2.	ER20-21P	Pharmacology – Practical	50	-	2	-
3.	ER20-22T	Community Pharmacy & Management – Theory	75	25	3	1
4.	ER20-22P	Community Pharmacy & Management – Practical	75	-	3	-
5.	ER20-23T	Biochemistry & Clinical Pathology – Theory	75	25	3	1
6.	ER20-23P	Biochemistry & Clinical Pathology – Practical	50	-	2	-
7.	ER20-24T	Pharmacotherapeutics – Theory	75	25	3	1
8.	ER20-24P	Pharmacotherapeutics – Practical	25	-	1	-
9.	ER20-25T	Hospital & Clinical Pharmacy – Theory	75	25	3	1
10.	ER20-25P	Hospital & Clinical Pharmacy – Practical	25	-	1	-
11.	ER20-26T	Pharmacy Law & Ethics	75	25	3	1

PHARMACOLOGY – THEORY

Course Code: ER20-21T

75 Hours (3 Hours/week)

Scope: This course provides basic knowledge about different classes of drugs available for the pharmacotherapy of common diseases. The indications for use, dosage regimen, routes of administration, pharmacokinetics, pharmacodynamics, and contraindications of the drugs discussed in this course are vital for successful professional practice.

Course Objectives: This course will discuss the following:

1. General concepts of pharmacology including pharmacokinetics, pharmacodynamics, routes of administration, etc.
2. Pharmacological classification and indications of drugs
3. Dosage regimen, mechanisms of action, contraindications of drugs
4. Common adverse effects of drugs

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Describe the basic concepts of pharmacokinetics and pharmacodynamics
2. Enlist the various classes and drugs of choices for any given disease condition
3. Advise the dosage regimen, route of administration and contraindications for a given drug
4. Describe the common adverse drug reactions

Chapter	Topic	Hours
1	General Pharmacology <ul style="list-style-type: none">• Introduction and scope of Pharmacology• Various routes of drug administration - advantages and disadvantages• Drug absorption - definition, types, factors affecting drug absorption• Bioavailability and the factors affecting bioavailability• Drug distribution - definition, factors affecting drug distribution• Biotransformation of drugs - Definition, types of biotransformation reactions, factors influencing drug metabolisms• Excretion of drugs - Definition, routes of drug excretion• General mechanisms of drug action and factors modifying drug action	10

2	Drugs Acting on the Peripheral Nervous System <ul style="list-style-type: none"> • Steps involved in neurohumoral transmission • Definition, classification, pharmacological actions, dose, indications, and contraindications of <ul style="list-style-type: none"> a) Cholinergic drugs b) Anti-Cholinergic drugs c) Adrenergic drugs d) Anti-adrenergic drugs e) Neuromuscular blocking agents f) Drugs used in Myasthenia gravis g) Local anaesthetic agents h) Non-Steroidal Anti-Inflammatory drugs (NSAIDs) 	11
3	Drugs Acting on the Eye <p>Definition, classification, pharmacological actions, dose, indications and contraindications of</p> <ul style="list-style-type: none"> • Miotics • Mydriatics • Drugs used in Glaucoma 	2
4	Drugs Acting on the Central Nervous System <p>Definition, classification, pharmacological actions, dose, indications, and contraindications of</p> <ul style="list-style-type: none"> • General anaesthetics • Hypnotics and sedatives • Anti-Convulsant drugs • Anti-anxiety drugs • Anti-depressant drugs • Anti-psychotics • Nootropic agents • Centrally acting muscle relaxants • Opioid analgesics 	8
5	Drugs Acting on the Cardiovascular System <p>Definition, classification, pharmacological actions, dose, indications, and contraindications of</p> <ul style="list-style-type: none"> • Anti-hypertensive drugs • Anti-anginal drugs • Anti-arrhythmic drugs • Drugs used in atherosclerosis and • Congestive heart failure • Drug therapy for shock 	6

6	Drugs Acting on Blood and Blood Forming Organs Definition, classification, pharmacological actions, dose, indications, and contraindications of <ul style="list-style-type: none"> • Hematinic agents • Anti-coagulants • Anti-platelet agents • Thrombolytic drugs 	4
7	Definition, classification, pharmacological actions, dose, indications, and contraindications of <ul style="list-style-type: none"> • Bronchodilators • Expectorants • Anti-tussive agents • Mucolytic agents 	2
8	Drugs Acting on the Gastro Intestinal Tract Definition, classification, pharmacological actions, dose, indications, and contraindications of <ul style="list-style-type: none"> • Anti-ulcer drugs • Anti-emetics • Laxatives and purgatives • Anti-diarrheal drugs 	5
9	Drugs Acting on the Kidney Definition, classification, pharmacological actions, dose, indications, and contraindications of <ul style="list-style-type: none"> • Diuretics • Anti-Diuretics 	2
10	Hormones and Hormone Antagonists Physiological and pathological role and clinical uses of <ul style="list-style-type: none"> • Thyroid hormones • Anti-thyroid drugs • Parathormone • Calcitonin • Vitamin D • Insulin • Oral hypoglycemic agents • Estrogen • Progesterone • Oxytocin • Corticosteroids 	8

11	Autocoids <ul style="list-style-type: none"> • Physiological role of Histamine, 5 HT and Prostaglandins • Classification, clinical uses, and adverse effects of antihistamines and 5 HT antagonists 	3
12	Chemotherapeutic Agents: Introduction, basic principles of chemotherapy of infections, infestations and neoplastic diseases, Classification, dose, indication and contraindications of drugs belonging to following classes: <ul style="list-style-type: none"> • Penicillins • Cephalosporins • Aminoglycosides • Fluoroquinolones • Macrolides • Tetracyclines • Sulphonamides • Anti-tubercular drugs • Anti-fungal drugs • Anti-viral drugs • Anti-amoebic agents • Anthelmintics • Anti-malarial agents • Anti-neoplastic agents 	12
13	Biologicals Definition, types, and indications of biological agents with examples	2

PHARMACOLOGY – PRACTICAL

Course Code: ER20-21P

50 Hours (2 Hours/week)

Scope: This course provides the basic understanding about the uses, mechanisms of actions, dose dependent responses of drugs in simulated virtual animal models and experimental conditions.

Course Objectives: This course will demonstrate / provide hands-on experience in the virtual platform using appropriate software on the following

1. Study of pharmacological effects of drugs like local anaesthetics, mydriatic and mitotic on rabbit eye
 2. Screening the effects of various drugs acting in the central nervous system
 3. Study of drug effects on isolated organs / tissues
 4. Study of pyrogen testing on rabbit
-

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Study and report the local anaesthetic, mydriatic and mitotic effects of the given drug on the rabbit eye
2. Choose appropriate animal experiment model to study the effects of the given drugs acting on the central nervous system and submit the report
3. Perform the effects of given tissues (simulated) on isolated organs / tissues and interpret the results
4. Interpret the dose dependent responses of drugs in various animal experiment models

Practicals

Introduction to the following topics pertaining to the experimental pharmacology have to be discussed and documented in the practical manuals.

1. Introduction to experimental pharmacology
2. Study of laboratory animals
 - (a) Mice; (b) Rats; (c) Guinea pigs; (d) Rabbits
3. Commonly used instruments in experimental pharmacology
4. Different routes of administration of drugs in animals
5. Types of pre-clinical experiments: In-Vivo, In-Vitro, Ex-Vivo, etc.
6. Techniques of blood collection from animals

Experiments

Note: Animals shall not be used for doing / demonstrating any of the experiments given. The given experiments shall be carried-out / demonstrated as the case may be, ONLY with the use of software program(s) such as 'Ex Pharm' or any other suitable software

1. Study of local anaesthetics on rabbit eye
 2. Study of Mydriatic effect on rabbit eye
 3. Study of Miotic effect on rabbit eye
 4. Effect of analgesics using Analgesiometer
 5. Study of analgesic activity by writhing test
 6. Screening of anti-convulsant using Electro Convulsimeter
 7. Screening of Muscle relaxants using Rota-Rod apparatus
 8. Screening of CNS stimulants and depressants using Actophotometer
 9. Study of anxiolytic activity using elevated plus maze method
 10. Study of effect of drugs (any 2) on isolated heart
 11. Effect of drugs on ciliary motility on frog's buccal cavity
 12. Pyrogen testing by rabbit method
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Assignments

The students shall be asked to submit written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. Introduction to Allergy Testing
 2. Introduction to Toxicity Studies
 3. Drug Facts Labels of US FDA
 4. Pre-clinical studies in new drug development
 5. Medicines and meals: Before or After food
 6. Pre-clinical studies in new drug development
 7. Drugs available as paediatric formulations
 8. Drug information apps
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COMMUNITY PHARMACY AND MANAGEMENT – THEORY

Course Code: ER20-22T

75 Hours (3 Hours/week)

Scope: The course is designed to impart basic knowledge and skills to provide various pharmaceutical care services to patients and general practitioners in the community setup.

Course Objectives: This course will discuss the following:

1. Establishing and running a community pharmacy and its legal requirements
2. Professional aspects of handling and filling prescriptions
3. Patient counselling on diseases, prescription and or non-prescription medicines
4. Scope for performing basic health screening in community pharmacy settings

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Describe the establishment, legal requirements, and effective administration of a community pharmacy
2. Professionally handle prescriptions and dispense medications
3. Counsel patients about the disease, prescription and or non-prescription medicines
4. Perform basic health screening on patients and interpret the reports in the community pharmacy settings

Chapter	Topic	Hours
1	Community Pharmacy Practice – Definition, history and development of community pharmacy - International and Indian scenarios	2
2	Professional responsibilities of community pharmacists Introduction to the concept of Good Pharmacy Practice and SOPs.	3
3	Prescription and prescription handling <ul style="list-style-type: none">• Definition, parts of prescriptions, legality of prescriptions, prescription handling, labelling of dispensed medications (Main label, ancillary label, pictograms), brief instructions on medication usage• Dispensing process, Good Dispensing Practices, dispensing errors and strategies to minimize them	7

4	Communication skills <ul style="list-style-type: none"> • Definition, types of communication skills • Interactions with professionals and patients • Verbal communication skills (one-to-one, over the telephone) • Written communication skills • Body language • Patient interview techniques 	6
5	Patient counselling <ul style="list-style-type: none"> • Definition and benefits of patient counselling • Stages of patient counselling - Introduction, counselling content, counselling process, and closing the counselling session • Barriers to effective counseling - Types and strategies to overcome the barriers • Patient counselling points for chronic diseases/disorders - Hypertension, Diabetes, Asthma, Tuberculosis, Chronic obstructive pulmonary disease, and AIDS • Patient Package Inserts - Definition, importance and benefits, Scenarios of PPI use in India and other countries • Patient Information leaflets - Definition and uses 	10
6	Medication Adherence Definition, factors influencing non-adherence, strategies to overcome non-adherence	2
7	Health Screening Services in Community Pharmacy Introduction, scope, and importance of various health screening services - for routine monitoring of patients, early detection, and referral of undiagnosed cases	5
9	Over The Counter (OTC) Medications <ul style="list-style-type: none"> • Definition, need and role of Pharmacists in OTC medication dispensing • OTC medications in India, counseling for OTC products • Self-medication and role of pharmacists in promoting the safe practices during self-medication • Responding to symptoms, minor ailments, and advice for self-care in conditions such as - Pain management, Cough, Cold, Diarrhea, Constipation, Vomiting, Fever, Sore throat, Skin disorders, Oral health (mouth ulcers, dental pain, gum swelling) 	15

10	Community Pharmacy Management <ul style="list-style-type: none"> • Legal requirements to set up a community pharmacy • Site selection requirements • Pharmacy designs and interiors • Vendor selection and ordering • Procurement, inventory control methods, and inventory management • Financial planning and management • Accountancy in community pharmacy – Day book, Cash book • Introduction to pharmacy operation softwares – usefulness and availability • Customer Relation Management (CRM) • Audits in Pharmacies • SOP of Pharmacy Management • Introduction to Digital Health, mHealth and Online pharmacies 	25
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COMMUNITY PHARMACY AND MANAGEMENT – PRACTICAL

Course Code: ER20-22P

75 Hours (3 Hours/week)

Scope: The course is designed to train the students and improve professional skills to provide various pharmaceutical care services in community pharmacy.

Course Objectives: This course will train the students in the following

1. Professional handling and filling prescriptions
2. Patient counselling on diseases and minor ailments
3. Patient counselling on prescription and / or non-prescription medicines
4. Preparation of counselling materials such as patient information leaflets
5. Performing basic health screening tests

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Handle and fill prescriptions in a professional manner
 2. Counsel patients on various diseases and minor ailments
 3. Counsel patients on prescription and or non-prescription medicines
 4. Design and prepare patient information leaflets
 5. Perform basic health screening tests
-

Practicals

Note: The following practicals shall be carried out in the model community pharmacy with appropriate simulated scenarios and materials. Students shall be trained through role plays wherever necessary. The activities of the students shall be assessed / evaluated using a structured objective assessment form.

1. Handling of prescriptions with professional standards, reviewing prescriptions, checking for legal compliance and completeness (minimum 5)
2. Identification of drug-drug interactions in the prescription and follow-up actions (minimum 2)
3. Preparation of dispensing labels and auxiliary labels for the prescribed medications (minimum 5)
4. Providing the following health screening services for monitoring patients / detecting new patients (one experiment for each activity)
 - Blood Pressure Recording, Capillary Blood Glucose Monitoring, Lung function assessment using Peak Flow Meter and incentive spirometer, recording capillary oxygen level using Pulse Oximeter, BMI measurement
5. Providing counselling to simulated patients for the following chronic diseases / disorders including education on the use of devices such as insulin pen, inhalers, spacers, nebulizers, etc. where appropriate (one experiment for each disease)
 - Type 2 Diabetes Mellitus, Primary Hypertension, Asthma, Hyperlipidaemia, Rheumatoid Arthritis
6. Providing counselling to simulated patients for the following minor ailments (any three)
 - Headache, GI disturbances (Nausea, Vomiting, Dyspepsia, diarrhoea, constipation), Worm infestations, Pyrexia, Upper Respiratory Tract infections, Skin infections, Oral and dental disorders.
7. Appropriate handling of dummy dosage forms with correct administration techniques - oral liquids with measuring cup/cap/dropper, Eye Drops, Inhalers, Nasal drops, Insulin pen, nebulizers, different types of tablets, patches, enemas, suppositories
8. Use of Community Pharmacy Software and digital health tools

Assignments

The students shall be asked to submit written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. SOPs for various activities in Community Pharmacy (as discussed in Theory and Practical)
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2. List out the various abbreviations, short forms used in prescriptions and their interpretation
3. Patient Information Leaflet for a given chronic disease / disorder
4. Patient Information Leaflet for prescription / non-prescription medicines
5. Preparation of window / shelf display materials for the model community pharmacy
6. Overview of Software available for retail pharmacy management including billing, inventory, etc.
7. Dosage / Medication Reminder Aids
8. Overview on the operations and marketing strategies of various online pharmacies
9. Overview on the common fixed dose combinations
10. Overview on the medications requiring special storage conditions
11. Role of Community Pharmacists in preventing Antimicrobial Resistance
12. Jan Aushadhi and other Generic Medicine initiatives in India
13. Global Overview of Online Pharmacies
14. Community Pharmacy Practice Standards: Global Vs. Indian Scenario
15. Overview of pharmacy associations in India

Field Visit

The students shall be taken in groups to visit community pharmacies and medicine distributors to understand and witness the professional activities of the community pharmacists, and supply chain logistics. Individual reports from each student on their learning experience from the field visit shall be submitted.

BIOCHEMISTRY & CLINICAL PATHOLOGY – THEORY

Course Code: ER20-23T

75 Hours (3 Hours/week)

Scope: This course is designed to impart basic knowledge on the study of structure and functions of biomolecules and the chemical processes associated with living cells in normal and abnormal states. The course also emphasizes on the clinical pathology of blood and urine.

Course Objectives: This course will discuss the following at the fundamental level

1. Structure and functions of biomolecules
2. Catalytic activity, diagnostic and therapeutic importance of enzymes
3. Metabolic pathways of biomolecules in health and illness (metabolic disorders)
4. Biochemical principles of organ function tests and their clinical significance
5. Qualitative and quantitative determination of biomolecules / metabolites in the biological sample
6. Clinical pathology of blood and urine

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Describe the functions of biomolecules
2. Discuss the various functions of enzymes in the human system
3. Explain the metabolic pathways of biomolecules in both physiological and pathological conditions
4. Describe the principles of organ function tests and their clinical significances
5. Determine the biomolecules / metabolites in the given biological samples, both qualitatively and quantitatively
6. Describe the clinical pathology of blood and urine

Chapter	Topic	Hours
1	Introduction to biochemistry: Scope of biochemistry in pharmacy; Cell and its biochemical organization.	2
2	Carbohydrates <ul style="list-style-type: none">• Definition, classification with examples, chemical properties• Monosaccharides - Structure of glucose, fructose, and galactose• Disaccharides - structure of maltose, lactose, and sucrose• Polysaccharides - chemical nature of starch and glycogen• Qualitative tests and biological role of carbohydrates	5

3	Proteins <ul style="list-style-type: none"> • Definition, classification of proteins based on composition and solubility with examples • Definition, classification of amino acids based on chemical nature and nutritional requirements with examples • Structure of proteins (four levels of organization of protein structure) • Qualitative tests and biological role of proteins and amino acids • Diseases related to malnutrition of proteins. 	5
4	Lipids <ul style="list-style-type: none"> • Definition, classification with examples • Structure and properties of triglycerides (oils and fats) • Fatty acid classification - Based on chemical and nutritional requirements with examples • Structure and functions of cholesterol in the body • Lipoproteins - types, composition and functions in the body • Qualitative tests and functions of lipids 	5
5	Nucleic acids <ul style="list-style-type: none"> • Definition, purine and pyrimidine bases • Components of nucleosides and nucleotides with examples • Structure of DNA (Watson and Crick model), RNA and their functions 	4
6	Enzymes <ul style="list-style-type: none"> • Definition, properties and IUB and MB classification • Factors affecting enzyme activity • Mechanism of action of enzymes, Enzyme inhibitors • Therapeutic and pharmaceutical importance of enzymes 	5
7	Vitamins <ul style="list-style-type: none"> • Definition and classification with examples • Sources, chemical nature, functions, coenzyme form, recommended dietary requirements, deficiency diseases of fat-and water-soluble vitamins 	6
8	Metabolism (Study of cycle/pathways without chemical structures) <ul style="list-style-type: none"> • Metabolism of Carbohydrates: Glycolysis, TCA cycle and glycogen metabolism, regulation of blood glucose 	20

	<p>level. Diseases related to abnormal metabolism of Carbohydrates</p> <ul style="list-style-type: none"> Metabolism of lipids: Lipolysis, β-oxidation of Fatty acid (Palmitic acid) ketogenesis and ketolysis. Diseases related to abnormal metabolism of lipids such as Ketoacidosis, Fatty liver, Hypercholesterolemia Metabolism of Amino acids (Proteins): General reactions of amino acids and its significance—Transamination, deamination, Urea cycle and decarboxylation. Diseases related to abnormal metabolism of amino acids, Disorders of ammonia metabolism, phenylketonuria, alkaptonuria and Jaundice. Biological oxidation: Electron transport chain and Oxidative phosphorylation 	
9	Minerals: Types, Functions, Deficiency diseases, recommended dietary requirements	05
10	Water and Electrolytes <ul style="list-style-type: none"> Distribution, functions of water in the body Water turnover and balance Electrolyte composition of the body fluids, Dietary intake of electrolyte and Electrolyte balance Dehydration, causes of dehydration and oral rehydration therapy 	05
11	Introduction to Biotechnology	01
12	Organ function tests <ul style="list-style-type: none"> Functions of kidney and routinely performed tests to assess the functions of kidney and their clinical significances Functions of liver and routinely performed tests to assess the functions of liver and their clinical significances Lipid profile tests and its clinical significances 	06
13	Introduction to Pathology of Blood and Urine <ul style="list-style-type: none"> Lymphocytes and Platelets, their role in health and disease Erythrocytes - Abnormal cells and their significance Normal and Abnormal constituents of Urine and their significance 	06

BIOCHEMISTRY & CLINICAL PATHOLOGY – PRACTICAL

Course Code: ER20-23P

50 Hours (2 Hours/week)

Scope: This course is designed to train the students in the qualitative testing of various biomolecules and testing of biological samples for determination of normal and abnormal constituents

Course Objectives: This course will train and provide hands-on experiences on the following

1. Qualitative determination of biomolecules / metabolites in simulated biological samples
2. Determination of normal and abnormal constituents of simulated blood and urine samples

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Qualitatively determine the biomolecules / metabolites in the given biological samples
2. Determine the normal and abnormal constituents in blood and urine samples and interpret the results of such testing

Practicals

1. Qualitative analysis of carbohydrates (4 experiments)
2. Qualitative analysis of Proteins and amino acids (4 experiments)
3. Qualitative analysis of lipids (2 experiments)
4. Qualitative analysis of urine for normal and abnormal constituents (4 experiments)
5. Determination of constituents of urine (glucose, creatinine, chlorides) (2 experiments)
6. Determination of constituents of blood/serum (simulated) (Creatine, glucose, cholesterol, Calcium, Urea, SGOT/SGPT) (5 experiments)
7. Study the hydrolysis of starch from acid and salivary amylase enzyme (1 experiment)

Assignments

The students shall be asked to submit written assignments on Various Pathology Lab Reports (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

PHARMACOTHERAPEUTICS - THEORY

Course Code: ER20-24T

75 Hours (3 Hours/week)

Scope: This course is designed to impart basic knowledge on etiopathogenesis of common diseases and their management along with quality use of medicines.

Course Objectives: This course will discuss about

1. Etiopathogenesis of selected common diseases and evidence-based medicine therapy
2. Importance of individualized therapeutic plans based on diagnosis
3. Basic methods for assessing the clinical outcomes of drug therapy

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Help assessing the subjective and objective parameters of patients in common disease conditions
2. Assist other healthcare providers to analyse drug related problems and provide therapeutic interventions
3. Participate in planning the rational medicine therapy for common diseases
4. Design and deliver discharge counselling for patients

Chapter	Topic	Hours
1	Pharmacotherapeutics – Introduction, scope, and objectives. Rational use of Medicines, Evidence Based Medicine, Essential Medicines List, Standard Treatment Guidelines (STGs)	8
2	Definition, etiopathogenesis, clinical manifestations, non-pharmacological and pharmacological management of the diseases associated with	
	(a) Cardiovascular System <ul style="list-style-type: none">• Hypertension• Angina and Myocardial infarction• Hyperlipidaemia• Congestive Heart Failure	8
	(b) Respiratory System <ul style="list-style-type: none">• Asthma• COPD	4
	(c) Endocrine System <ul style="list-style-type: none">• Diabetes• Thyroid disorders - Hypo and Hyperthyroidism	5
	(d) Central Nervous System <ul style="list-style-type: none">• Epilepsy	8

	<ul style="list-style-type: none"> • Parkinson's disease • Alzheimer's disease • Stroke • Migraine 	
	(e) Gastro Intestinal Disorders <ul style="list-style-type: none"> • Gastro oesophageal reflux disease • Peptic Ulcer Disease • Alcoholic liver disease • Inflammatory Bowel Diseases (Crohn's Disease and Ulcerative Colitis) 	8
	(f) Haematological disorders <ul style="list-style-type: none"> • Iron deficiency anaemia • Megaloblastic anaemia 	4
	(g) Infectious diseases <ul style="list-style-type: none"> • Tuberculosis • Pneumonia • Urinary tract infections • Hepatitis • Gonorrhoea and Syphilis • Malaria • HIV and Opportunistic infections • Viral Infections (SARS, CoV2) 	12
	(h) Musculoskeletal disorders <ul style="list-style-type: none"> • Rheumatoid arthritis • Osteoarthritis 	3
	(i) Dermatology <ul style="list-style-type: none"> • Psoriasis • Scabies • Eczema 	3
	(j) Psychiatric Disorders <ul style="list-style-type: none"> • Depression • Anxiety • Psychosis 	4
	(k) Ophthalmology <ul style="list-style-type: none"> • Conjunctivitis (bacterial and viral) • Glaucoma 	2
	(l) Anti-microbial Resistance	2
	(m) Women's Health <ul style="list-style-type: none"> • Polycystic Ovary Syndrome • Dysmenorrhea • Premenstrual Syndrome 	4

PHARMACOTHERAPEUTICS – PRACTICAL

Course Code: ER20-24P

25 Hours (1 Hour/week)

Scope: This course is designed to train the students in the basic skills required to support the pharmaceutical care services for selected common disease conditions.

Course Objectives: This course will train the students on

1. How to prepare a SOAP (Subjective, Objective, Assessment and Plan) note for clinical cases of selected common diseases
2. Patient counselling techniques/methods for common disease conditions

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Write SOAP (Subjective, Objective, Assessment and Plan) notes for the given clinical cases of selected common diseases
2. Counsel the patients about the disease conditions, uses of drugs, methods of handling and administration of drugs, life-style modifications, and monitoring parameters.

Practicals

I. Preparation and discussion of SOAP (Subjective, Objective, Assessment and Plan) notes for at least SIX clinical cases (real / hypothetical) of the following disease conditions.

1. Hypertension
 2. Angina Pectoris
 3. Myocardial Infarction
 4. Hyperlipidaemia
 5. Rheumatoid arthritis
 6. Asthma
 7. COPD
 8. Diabetes
 9. Epilepsy
 10. Stroke
 11. Depression
 12. Tuberculosis
 13. Anaemia (any one type as covered in theory)
 14. Viral infection (any one type as covered in theory)
 15. Dermatological conditions (any one condition as covered in theory)
-

- II. Patient counselling exercises using role plays based on the real / hypothetical clinical case scenarios. The students are expected to provide counselling on disease condition, medications, life-style modifications, monitoring parameters, etc. and the same shall be documented. (Minimum 5 cases)
 - III. Simulated cases to enable dose calculation of selected drugs in paediatrics, and geriatrics under various pathological conditions. (Minimum 4 cases)
-

HOSPITAL AND CLINICAL PHARMACY – THEORY

Course Code: ER20-25T

75 Hours (3 Hours/week)

Scope: This course is designed to impart fundamental knowledge and professional skills required for facilitating various hospital and clinical pharmacy services.

Course Objectives: This course will discuss and train the students in the following

1. Hospital and Hospital Pharmacy organization and set-ups
2. Basics of hospital pharmacy services including the procurement, supply chain, storage of medicines and medical supplies
3. Basics of clinical pharmacy including introduction to comprehensive pharmaceutical care services
4. Basic interpretations of common laboratory results used in clinical diagnosis towards optimizing the drug therapy

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Explain about the basic concepts of hospital pharmacy administration
2. Manage the supply chain and distribution of medicines within the hospital settings
3. Assist the other healthcare providers in monitoring drug therapy and address drug related problems
4. Interpret common lab investigation reports for optimizing drug therapy

S. No.	Topic	Hours
1	Hospital Pharmacy <ul style="list-style-type: none">• Definition, scope, national and international scenario• Organisational structure• Professional responsibilities, Qualification and experience requirements, job specifications, work-load requirements and inter professional relationships• Good Pharmacy Practice (GPP) in hospital• Hospital Pharmacy Standards (FIP Basel Statements, AHSP)• Introduction to NAQS guidelines and NABH Accreditation and Role of Pharmacists	6
2	Different Committees in the Hospital <ul style="list-style-type: none">• Pharmacy and Therapeutics Committee - Objectives, Composition, and functions• Hospital Formulary - Definition, procedure for development and use of hospital formulary	4

	<ul style="list-style-type: none"> • Infection Control Committee – Role of Pharmacist in preventing Antimicrobial Resistance 	
4	Supply Chain and Inventory Control <ul style="list-style-type: none"> • Preparation of Drug lists - High Risk drugs, Emergency drugs, Schedule H1 drugs, NDPS drugs, reserved antibiotics • Procedures of Drug Purchases – Drug selection, short term, long term, and tender/e-tender process, quotations, etc. • Inventory control techniques: Economic Order Quantity, Reorder Quantity Level, Inventory Turnover etc. • Inventory Management of Central Drug Store – Storage conditions, Methods of storage, Distribution, Maintaining Cold Chain, Devices used for cold storage (Refrigerator, ILR, Walk-in-Cold rooms) • FEFO, FIFO methods • Expiry drug removal and handling, and disposal. Disposal of Narcotics, cytotoxic drugs • Documentation - purchase and inventory 	14
5	Drug distribution <ul style="list-style-type: none"> • Drug distribution (in- patients and out - patients) – Definition, advantages and disadvantages of individual prescription order method, Floor Stock Method, Unit Dose Drug Distribution Method, Drug Basket Method. • Distribution of drugs to ICCU/ICU/NICU/Emergency wards. • Automated drug dispensing systems and devices • Distribution of Narcotic and Psychotropic substances and their storage 	7
6	Compounding in Hospitals. Bulk compounding, IV admixture services and incompatibilities, Total parenteral nutrition	4
7	Radio Pharmaceuticals - Storage, dispensing and disposal of radiopharmaceuticals	2
8	Application of computers in Hospital Pharmacy Practice, Electronic health records, Softwares used in hospital pharmacy	2
9	Clinical Pharmacy: Definition, scope, and development - in India and other countries Technical definitions, common terminologies used in clinical settings and their significance such as Paediatrics, Geriatric, Anti-natal Care, Post-natal Care, etc.	12

	<p>Daily activities of clinical pharmacists: Definition, goal, and procedure of</p> <ul style="list-style-type: none"> • Ward round participation • Treatment Chart Review • Adverse drug reaction monitoring • Drug information and poisons information • Medication history • Patient counselling • Interprofessional collaboration <p>Pharmaceutical care: Definition, classification of drug related problems. Principles and procedure to provide pharmaceutical care</p> <p>Medication Therapy Management, Home Medication Review</p>	
10	<p>Clinical laboratory tests used in the evaluation of disease states - significance and interpretation of test results</p> <ul style="list-style-type: none"> • Haematological, Liver function, Renal function, thyroid function tests • Tests associated with cardiac disorders • Fluid and electrolyte balance • Pulmonary Function Tests 	10
11	<p>Poisoning: Types of poisoning: Clinical manifestations and Antidotes</p> <p>Drugs and Poison Information Centre and their services – Definition, Requirements, Information resources with examples, and their advantages and disadvantages</p>	6
12	<p>Pharmacovigilance</p> <ul style="list-style-type: none"> • Definition, aim and scope • Overview of Pharmacovigilance 	2
13	<p>Medication errors: Definition, types, consequences, and strategies to minimize medication errors, LASA drugs and Tallman lettering as per ISMP</p> <p>Drug Interactions: Definition, types, clinical significance of drug interactions</p>	6

HOSPITAL AND CLINICAL PHARMACY – PRACTICAL

Course Code: ER20-25P

25 Hours (1 Hour / Week)

Scope: This course is designed to train the students to assist other healthcare providers in the basic services of hospital and clinical pharmacy.

Course Objectives: This course will train the students with hands-on experiences, simulated clinical case studies in the following:

1. Methods to systematically approach and respond to drug information queries
2. How to interpret common laboratory reports to understand the need for optimizing dosage regimens
3. How to report suspected adverse drug reactions to the concerned authorities
4. Uses and methods of handling various medical/surgical aids and devices
5. How to interpret drug-drug interactions in the treatment of common diseases.

Course Outcomes: Upon completion of the course, the students will be able to

1. Professionally handle and answer the drug information queries
2. Interpret the common laboratory reports
3. Report suspected adverse drug reactions using standard procedures
4. Understand the uses and methods of handling various medical/surgical aids and devices
5. Interpret and report the drug-drug interactions in common diseases for optimizing the drug therapy

Note: Few of the experiments of Hospital and Clinical Pharmacy practical course listed here require adequate numbers of desktop computers with internet connectivity, adequate drug information resources including reference books, different types of surgical dressings and other medical devices and accessories. Various charts, models, exhibits pertaining to the experiments shall also be displayed in the laboratory.

Practicals

1. Systematic approach to drug information queries using primary / secondary / tertiary resources of information (2 cases)
 2. Interpretation of laboratory reports to optimize the drug therapy in a given clinical case (2 cases)
 3. Filling up IPC's ADR Reporting Form and perform causality assessments using various scales (2 cases)
 4. Demonstration / simulated / hands-on experience on the identification, types, use / application /administration of
 - Orthopaedic and Surgical Aids such as knee cap, LS belts, abdominal belt, walker, walking sticks, etc.
-

- Different types of bandages such as sterile gauze, cotton, crepe bandages, etc.
 - Needles, syringes, catheters, IV set, urine bag, RYLE's tube, urine pots, colostomy bags, oxygen masks, etc.
5. Case studies on drug-drug interactions (any 2 cases)
 6. Wound dressing (simulated cases and role play –minimum 2 cases)
 7. Vaccination and injection techniques (IV, IM, SC) using mannequins (5 activities)
 8. Use of Hospital Pharmacy Software and various digital health tools

Assignments

The students shall be asked to submit written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. Typical profile of a drug to be included in the hospital formulary
2. Brief layout and various services of the Central Sterile Supplies Department (CSSD)
3. Various types of sterilizers and sterilization techniques used in hospitals
4. Fumigation and pesticide control in hospitals
5. Role of Pharmacists in Transition of Care: Discharge cards, post hospitalization care, medicine reconciliation activities in developed countries
6. Total parenteral nutrition and IV admixtures and their compatibility issues
7. Concept of electronic health records
8. Invasive and Non-invasive diagnostic tests - HRCT, MRI, Sonography, 2D ECHO, X-rays, Mammography, ECG, EMG, EEG
9. Home Diagnostic Kits - Pregnancy Test, COVID testing etc
10. Measures to be taken in hospitals to minimize Antimicrobial Resistance
11. Role and responsibilities of a pharmacist in public hospital in rural parts of the country
12. Safe waste disposal of hospital waste

Field Visit

The students shall be taken in groups to visit a Government / private healthcare facility to understand and witness the various hospital and clinical pharmacy services provided. Individual reports from each student on their learning experience from the field visit shall be submitted.

PHARMACY LAW AND ETHICS – THEORY

Course Code: ER20-26T

75 Hours (3 Hours/week)

Scope: This course is designed to impart basic knowledge on several important legislations related to the profession of pharmacy in India

Course Objectives: This course will discuss the following

1. General perspectives, history, evolution of pharmacy law in India
2. Act and Rules regulating the profession and practice of pharmacy in India
3. Important code of ethical guidelines pertaining to various practice standards
4. Brief introduction to the patent laws and their applications in pharmacy

Course Outcomes: Upon successful completion of this course, the students will be able to

1. Describe the history and evolution of pharmacy law in India
2. Interpret the act and rules regulating the profession and practice of pharmacy in India
3. Discuss the various codes of ethics related to practice standards in pharmacy
4. Interpret the fundamentals of patent laws from the perspectives of pharmacy

Chapter	Topics	Hours
1	General Principles of Law, History and various Acts related to Drugs and Pharmacy profession	2
2	Pharmacy Act-1948 and Rules: Objectives, Definitions, Pharmacy Council of India; its constitution and functions, Education Regulations, State and Joint state pharmacy councils, Registration of Pharmacists, Offences and Penalties. Pharmacy Practice Regulations 2015	5
3	Drugs and Cosmetics Act 1940 and Rules 1945 and New Amendments Objectives, Definitions, Legal definitions of schedules to the Act and Rules Import of drugs – Classes of drugs and cosmetics prohibited from import, Import under license or permit.	23

	<p>Manufacture of drugs – Prohibition of manufacture and sale of certain drugs, Conditions for grant of license and conditions of license for manufacture of drugs, Manufacture of drugs for test, examination and analysis, manufacture of new drug, loan license and repacking license.</p> <p>Study of schedule C and C1, G, H, H1, K, P, M, N, and X.</p> <p>Sale of Drugs – Wholesale, Retail sale and Restricted license, Records to be kept in a pharmacy Drugs Prohibited for manufacture and sale in India</p> <p>Administration of the Act and Rules – Drugs Technical Advisory Board, Central Drugs Laboratory, Drugs Consultative Committee, Government analysts, licensing authorities, controlling authorities, Drug Inspectors.</p>	
4	<p>Narcotic Drugs and Psychotropic Substances Act 1985 and Rules Objectives, Definitions, Authorities and Officers, Prohibition, Control and Regulation, Offences and Penalties.</p>	2
5	<p>Drugs and Magic Remedies (Objectionable Advertisements) Act 1954 Objectives, Definitions, Prohibition of certain advertisements, Classes of Exempted advertisements, Offences and Penalties.</p>	2
6	<p>Prevention of Cruelty to Animals Act-1960: Objectives, Definitions, CPCSEA - brief overview, Institutional Animal Ethics Committee, Breeding and Stocking of Animals, Performance of Experiments, Transfer and Acquisition of animals for experiment, Records, Power to suspend or revoke registration, Offences and Penalties.</p>	2
7	<p>Poisons Act-1919: Introduction, objective, definition, possession, possession for sales and sale of any poison, import of poisons</p>	2
8	<p>FSSAI (Food Safety and Standards Authority of India) Act and Rules: brief overview and aspects related to manufacture, storage, sale, and labelling of Food Supplements</p>	2

9	National Pharmaceutical Pricing Authority: Drugs Price Control Order (DPCO) - 2013. Objectives, Definitions, Sale prices of bulk drugs, Retail price of formulations, Retail price and ceiling price of scheduled formulations, Pharmaceutical Policy 2002, National List of Essential Medicines (NLEM)	5
10	Code of Pharmaceutical Ethics: Definition, ethical principles, ethical problem solving, registration, code of ethics for Pharmacist in relation to his job, trade, medical profession and his profession, Pharmacist's oath.	5
11	Medical Termination of Pregnancy Act and Rules – basic understanding, salient features, and Amendments	2
12	Role of all the government pharma regulator bodies – Central Drugs Standards Control Organization (CDSCO), Indian Pharmacopoeia Commission (IPC)	1
13	Good Regulatory practices (documentation, licenses, renewals, e-governance) in Community Pharmacy, Hospital pharmacy, Pharma Manufacturing, Wholesale business, inspections, import, export of drugs and medical devices	3
14	Introduction to BCS system of classification, Basic concepts of Clinical Trials, ANDA, NDA, New Drug development, New Drugs and Clinical Trials Rules, 2019. Brand v/s Generic, Trade name concept, Introduction to Patent Law and Intellectual Property Rights, Emergency Use Authorization	7
15	Blood bank – basic requirements and functions	2
16	Clinical Establishment Act and Rules – Aspects related to Pharmacy	2
17	Biomedical Waste Management Rules 2016 – Basic aspects, and aspects related to pharma manufacture to disposal of pharma / medical waste at homes, pharmacies, and hospitals	2
18	Bioethics - Basic concepts, history and principles. Brief overview of ICMR's National Ethical Guidelines for Biomedical and Health Research involving human participants	2
19	Introduction to the Consumer Protection Act	1
20	Introduction to the Disaster Management Act	1
21	Medical Devices – Categorization, basic aspects related to manufacture and sale	2

Assignments

The students shall be asked to submit written assignments on the following topics (One assignment per student per sessional period. i.e., a minimum of THREE assignments per student)

1. Requirements for Ayurvedic, Homeopathic manufacturing, sale, and licensing requirements
 2. Layout and contents of official websites of various agencies regulating the profession of pharmacy in India: e.g., CDSCO, SUGAM portal, PCI, etc.
 3. Licenses required, application processes (online/offline), drug regulatory office website of the respective state
 4. Case studies – actions taken on violation of any act / rule related to pharmacy
 5. Schedule H1 drugs and its implementation in India
 6. Counterfeit / Spurious medicines
 7. Drug Testing Labs in India
 8. Overview of Pharma marketing practices
 9. Generic Medicines
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PGDGS
Post-Graduate Diploma in Gender Studies
Session 2020-2021
Paper-I: Gender Studies

Unit – I

Introduction to Gender Studies :

Definition, growth and scope of gender studies.
Gender and sexuality : Indian and global perspective
Gender, Community and Nation
Social construction of Gender, Gender roles and discrimination
Gender and Cinema
Gender and Literature

Unit – II

Women Studies :

Introduction, Defining Feminism
Evolution of Feminism
Feminist theory, Feminism and Women's Movement
Western and Indian Feminism

Unit – III

Women and Social Institutions :

Family – Meaning and definition
Ethos of Joint, Nuclear – patriarchal and matriarchal families
Caste, class and religion

Unit – IV

Marriage :

Concept and definition, Monogamy, Polygyny, Polyandry
Multiple roles of women – Role conflict, Role Change, Role overload
Indian Notion of marriage and family

Unit – V

Issues related to women:

Divorce, Widowhood, female commercial Sex workers
Women who are physically and mentally challenged
Problems of working women at work place
Problems of elderly and single women
Domestic violence : Type and incidences

Recommended Readings:

1. Chawla, Monica. *Gender Justice Women and Law in India*. New Delhi : Deep & Deep Publications Pvt. Ltd., 2006.
2. Dow, Bonnie J. & Wood, Julia T. *The Sage Handbook of Gender and Communication*. New Delhi : Sage Publication, 2006.
3. Hill, Craig A. *Human Sexuality*. New Delhi : Sage Publication, 2008.
4. Kumar, Raj. *Women and Marriage*. New Delhi : Saujanya Publications Private Limited, 2000. (encyclopedia of women and development series volume II).
5. Pitcher, Jane & Whelehan, Imelda. *50 Key Concepts in Gender Studies*. New Delhi : Sage Publication, 2011.
6. Yadav, C.P. *Encyclopedia of Women's problems and their remedies*. New Delhi : Anmol Publications, 2007.

Appendix -3

Paper : II Women in Politics and Governance

Unit-I

Concepts and nature of Women's political participation:

Definition, meaning, scope and nature of political participation of women
Impediments and problems faced by women for political participation
Role of women in Government institutions and their contribution in the development of nation
Strategies by Indian Government and NGO's for women's share in politics

Unit-II

Components of political participation of women:

Women as voters : Types of voters, voters' turnout and elections
Women as Candidates : Types of contestants in the elections
Women and Political Parties : National and Regional parties
Women's approach in top decision making bodies of the political parties

Unit-III

Governance through Democratic Decentralization:

Women's share in Politics – Evolutionary changes during pre-independence period
Women's movement for political participation since, 1930 in India
Post-independence period- Constitutional Rights, Political Rights of women and political power

Unit-IV

Women and Governance in Indian context:

Women in local government-Panchayati Raj and Urban governance
Women in State Assemblies and Parliament
Major issues, problems and remedial measures for women's effective participation in governance
73rd and 74th amendments to the Constitution of India and their representation in local bodies
Women's reservation Bill for upper bodies, current scenario, debate, Affirmative action

Unit-V

International Conferences for the advancement of Women:

First World Conference on women in Mexico 1975
Second World Conference on women in Copenhagen 1980
Third World Conference on women in Nairobi 1985
Fourth World Conference on women in Beijing 1995
Millennium Development Goals (UN: 2000 Agenda)

Recommended Readings:

1. Ambedkar, S.N. *Women Empowerment and Panchayati Raj*. Jaipur : ABD Publishers, 2005.
2. Devi, Laxmi. *Women in Politics Management and Decision Making*. New Delhi : Anmol Publishing Pvt. Ltd., 1998.
3. Kumar, Raj. *Women and leadership*. New Delhi : Anmol Publishers Pvt. Ltd., 2000.
4. Kumar, Raj. *Women in Politics*. New Delhi : Anmol Publishers Pvt. Ltd., 2000.
5. Sharma, S. P. *Rural Development and Panchayati Raj*. New Delhi : Vista International Publishing House, 2006.
6. Sharma, Sanjay Prakash. *Panchayati Raj*. New Delhi : Vista International Publishing House, 2006.
7. Singvi, L. M. *Democracy and the Rule of law*. New Delhi : Ocean Books Pvt. Ltd., 2002.

Paper-III : Issues in Women's Empowerment

Unit-I

Meaning of empowerment:

Need, Importance and nature of Women's Empowerment and its historical perspectives
Social aspects of Women empowerment
Problems for women's development in society
Transition of women towards new millennium

Unit-II

Change in livelihood:

Women's Economic activity rate
Women in Informal work and Women in employment : opportunities and limitation
Gender budgeting & Gender eye
Gender and Poverty alleviation
Women and micro-finance
Social safety for women in workplace

Unit-III

Status of girl child in India & Rajasthan:

Sex ratio, nutritional status & educational status
Practices limiting women's development : Child marriages, dowry, female feticide

Unit-IV

Issues and perspectives of empowerment:

Dalit, Tribal, other backward class women and Muslim women
National policy for the empowerment of women (2001)
New economic policy and its impact on women
Other economic policies at central and state level

Unit-V

Education as a tool of Women Empowerment:

Obstacles to Women Education – Social, Economic, Cultural and other factors
Limitation of formal system of education
Need for alternative system of education, non-formal education for women
Women in Higher Education, Science & Technology and Professional education

Recommended Readings:

1. Acharya, Meena & Ghimmire Pushapa. *Gender Indicators of Equality, Inclusion and Poverty reduction – measuring programme/project effectiveness, economic and political weekly*. Volume XL, P 4719-4728.
2. Arunachalam, Jaya. *Women's Equality : a Struggle for Survival*. New Delhi : Gyan Books Publishing House Private Limited, 2000.
3. *Gender equality and poverty reduction, Economic & Political Weekly*, Oct. 29, 2005, Volume XL, No. 44-45 (News Letter).
4. Maitreyi, Krishna Raj. *Women and Development, The Indian experience. SNTD Women's University & Monograph & Sociology*. Pune : Shubhada Saraswat Prakashan, 1988.
5. Narayan, Deepa. *Employment and Poverty reduction: A Source Book*. World Bank Publications, 2002
6. Rao, Nitya. *Women's rights to land and Assets, Economic & Political Weekly*. Oct. 19. 2005 (News Letter).
7. World Report on violence and health, Summary World Health Organization, Geneva, 2002.

Paper-IV: Women and Law

Unit-I

Human Right -Meaning, Concept
Universal Declaration of Human Rights:
Elimination of all form of discrimination against women
National Commission for Women and State Women Commission

Unit-II

Women in Independent India:
Preamble of the Constitution: Equality
Fundamental Rights and Women
Directive Principles of State Policy and Women
Uniform Civil Code towards Gender Justice

Unit-III

Laws related to Marriage: Hindu Marriage, Muslim Marriage
Guardianship: Right to Women to adopt a child
Problem of Women guardianship
Divorce: Indian Divorce Act,
Muslim Law and Hindu Law relating to divorce

Unit-IV

Law Related Employment and Participation of women in government:
Law related to protection of Women at the work place
Law related to protection of women from domestic violence

Unit-V

Criminal Law:
Arrest and Examination: Provision Cr.P.C. relating to Women
Molestation, wife beating, wrongful confinement, Fraudulent marriage
Adultery, abduction and Kidnapping, rape, execution of Capital sentence in the case of pregnant Women

Recommended Readings:

1. Bina, Agrawal. *Field of her own*. New Delhi : Kali for Women.
2. Butalia U & Sarkar (ed). *Women and the Hindu Rights*. New Delhi : Kali for Women – 1996.
3. Chakravarti, & Bangari, K. (eds). *Myths & Markets*. New Delhi: Manohar, 1999.
4. Cossman, B & Kapur, R (eds). *Subversive site*. New Delhi : Kali for Women, 1996.
5. Dule, L. (ed.). *The Women and House hold in Asia*. Series of Five volumes.
6. Feminism Debate on theory in EPW issues March 1995, June 3, 1995, June 10, 1996, July 11, 1995, Aug. 26, 1995, June 17, 1995.
7. Ghosh, J. "Gender concerns in Macro – economics Policy EPW. 30 April, WS-2.
8. Hasan, Zaya (ed). *Forging Identities: Gender Communities and Multiple patriarchies*. EPW 23, Dec. 1995.
9. Kanpur, Ratna (ed). *Feminist Terrains in Legal Domains*. New Delhi : Kali for Women 1996.
10. Mics, M. *Patriarchy and Accumulation on a world Scale: Women in international Division of Labour*. London : Zed, 1986.
11. Mies, M & Shiva, V. *Eco-feminism*. New Delhi : Kali for Women, 1993.
12. Sangari, K. *Politics of Possible*. New Delhi : Tulika, 1999.
13. Uberoi, P- (ed.) *State Sexuality & Social Reforms*. New Delhi : 1996.

वाइल्डलाइफ इकोटूरिज्म डिप्लोमा कोर्स



कोर्स में कुल सीट: 25

योग्यता : स्नातक

(किसी भी संकाय में डिग्री)

कोर्स अवधि: 1 वर्ष

कोर्स फीस : 8000/- रुपये

आवेदन करे : www.jnvu.co.in

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25 सितम्बर, 2022 (बिना विलम्ब शुल्क)

29 सितम्बर, 2022 (विलम्ब शुल्क सहित)



कोर्स के मुख्य आकर्षण:

स्मार्ट क्लास रूम एव फील्ड स्टडी

वाइल्डलाइफ सैंक्चुरी में फील्ड टूर / विजिट

इंटरनशिप (माचिया पार्क/जू अथवा वन्यजीव रेस्क्यू सेंटर / वन्यजीव बाहुल्य क्षेत्र में)

वाइल्डलाइफ एक्सपर्ट द्वारा अध्यापन

नियमित वाइल्डलाइफ सेमिनार

टूरबीन / डिजिटल कैमरा का प्रयोग सीखना

अध्ययन / टूर रिपोर्ट

पर्यटन / वन विभाग की अनुमति से ऐतिहासिक स्थलों / वन क्षेत्रों में अध्ययन

युवाओं के व्यक्तित्व का विकास कर नेचर गाइड के रूप में विकसित करना

पीजी डिप्लोमा कोर्स में प्रवेश लेकर अपना करियर बनाएं और वन्यजीव संरक्षण में योगदान दें। वन्यजीव पारिस्थितिकी पर्यटन में पाठ्यक्रम, संरक्षण को बढ़ावा देकर, सतत सामुदायिक विकास का समर्थन करके प्रकृति संस्कृति को बढ़ावा देना और उसकी सराहना करना है। इस कार्यक्रम का उद्देश्य कौशल विकास कार्यक्रम के माध्यम से शिक्षित बेरोजगारों को रोजगार के अवसर उपलब्ध करवाने और स्थानीय लोगों को उनकी आजीविका के लिए प्रशिक्षित करना है।



सम्पर्क पत्ता

वाइल्डलाइफ रिसर्च एव कोन्सेर्वेशन अवैरनेस सेंटर (WRCAC), जय नारायण व्यास विश्वविद्यालय, (विज्ञान संकाय), भगत की कोठी, पाली रोड जोधपुर (राजस्थान)

फ़ोन 9413637961

Email: wrcac@jnvu.edu.in



Build your career by taking admission in PG Diploma course and contribute in wildlife conservation

DIPLOMA COURSE IN WILDLIFE ECOTOURISM

The course in wildlife ecotourism, is to foster and appreciate nature culture by promoting conservation, supporting sustainable community development. This program aims to strengthen the professional and train the local people for their livelihood through skill development program.



Prof K L Shrivastav
Vice chancellor, JNVU
Patron



Smart classes

Total Seats: 25 (Twenty five)

Eligibility: Graduates of any discipline

Course duration: 12 Months

Course fee: Rs 8000/- per student
(field visit extra charges)



Internship at Zoo

Application start: www.jnvu.co.in

Last date: 12 September, 2022



Dr Hemsingh Gehlot
Director, WRCAC
Mobile: 9413637961



Orientation Tour



Field study by experts



Field tour

**Build your career by taking admission in this course
and contribute in wildlife conservation.**

CONSERVE TO SURVIVE

Wildlife Research and Conservation Awareness Centre (WRCAC)
Faculty of Science, Jai Narain Vyas University, Jodhpur (Raj.)
Email: wrcac@jnvu.edu.in



UGC Sponsored
CENTRE FOR WOMEN'S STUDIES
Jai Narayan Vyas University, Jodhpur (Raj)



Certificate Course On

Women, Policy, Laws and Gender Justice

Total Seats - 60 (Sixty)

Academi Qualification - 12th Pass

Course Duration - 6 Months

Course Fee - Rs. 850/-Per Student



Prof K L Shrivastav
Vice Chancellor, JNVU



Dr Dhananjaya Anurav
Director
Centre for Women Studies
Jai Narayan Vyas University,
Jodhpur

Submit Hard copy of Form At - Centre for women Studies, New Campus, JNVU, JODHPUR
10:00 Am To 2:00 Pm (All working Days)
Mobile No - 8003700477





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DIPLOMA COURSE IN GENDER STUDIES

**Build Your Career By Taking Admission In PG Diploma Course And
Contribute In Society**



Prof K L Shrivastav
Vice chancellor, JNVU

Total Seats - 60 (sixty)

Eligibility - Graduate Of Any Discipline

Course Duration - 12 Months

Course Fee -Rs. 3170/-Per Student

Application Starts -www.jnvu.co.in

Last Date - 10.9.2022

Mobile No - 8003700477



Dr Dhananjaya Amrawat
Director
Women Study Centre
Jai Narayan Vyas University,
Jodhpur

