

COMMUNITY HEALTH COUNSELOR (COHC)

Core Qualification File Syllabus

Sl.NO	Subject	Hours		
1	Define community and relate its need for sustainable community health development 15 (T-08 +P-06)	15		
	Theory (8 hrs)- Introduction to community nutrition: Community -Itsconcept, classification, characteristics of Community Community Nutrition - Objectives to study, Difference from Public Health Nutrition		8	
	Practical (6 hrs) - Preparation of audio-visual aids for community awareness regarding community nutrition			6
2	Assess Health Status & keep record of different health parameters of an individual along with standard values. 32 (T-10+P-21)	32		
	Theory (10hrs)- Assessment of Nutritional Status Nutritional status – Its concept, Aims to study, Objectives, Different methods of Assessment of Nutritional status, (Anthropometric measurement, biochemical assessment, clinical assessment, diet survey).		10	
	Practical (21 hrs) - 1. Assessment of Nutritional Status – i. Anthropometric measurement of Infant & Children under age 5 - length, height, weight, head circumference, chest circumference, Mid Upper Arm Circumference ii. Clinical assessment of children – Signs of nutrition deficiency diseases specially PEM, Vitamin A deficiency, anaemia, Iodine deficiency, ricket, Vitamin B-Complex deficiencies. iii. Growth chart – Plotting of Growth chart. iv. Calculation of BMI according to Quetlet Index. v. Calculation of IBW according to Broka’s Index vi. Calculation of daily energy need of a person. 2. Identification of different tools required for assessment of nutritional status.			21
3.	Identify the clinical symptoms of different nutrients’ deficiency disorder (scurvy, anemia, ricket, night blindness) 16 (T-12+P-04)	16		
	Theory (12 hours) - Nutrition and Malnutrition Nutrition & Health -Concepts, interrelationship between nutrition & health Food & Nutrients - Classification, types, Sources , Nutritional Role Malnutrition - Its concepts, Classification (undernutrition, over nutrition, imbalance), nutrition deficiency disorders, Causes, Clinical Symptoms, Preventive methods		12	
	Practical (4 hours) - Visual display of deficiency disorders			4

4.	Trace out the grass root causes of malnutrition and drawing work schedules to minimize the impact of malnutrition (25 (T-4, P-21)	25		
	Theory (4 hrs) Nutrition and Malnutrition Nutrition & Health –Concepts, interrelationship between nutrition & health Food & Nutrients - Classification, types, Sources , Nutritional Role Malnutrition – definition, Its concepts, Classification(undernutrition, overnutrition, imbalance), nutrition deficiency disorders, Causes, Clinical Symptoms, Preventive methods		4	
	Practical (21 hrs) 1. Prevention & treatment of Diarrhoea. 2. Different cooking processes for minimizing nutrient losses. 3.			21
5.	State various Prophylaxis Program and role of national and international agencies to educate the target groups. 08(T-8, P-00)	8		
	Theory -(12 hrs) National Nutritional Intervention Programmes to combat malnutrition – 1. Awareness of the National Nutritional Intervention/ supplementation Programmes: programs (1) Integrated Child Development Services Scheme (ICDS); 2) Mid-day meal Programs (MDM); 3) Special Nutrition Programs (SNP); 4) Wheat Based Nutrition Programs (WNP); 5) Applied Nutrition Programs (ANP); 6) Balwadi Nutrition Programs (BNP); 7) National Nutritional Anaemia Prophylaxis Program (NNAPP); 8) National Program for Prevention of Blindness due to Vitamin A Deficiency; and 9) National Goiter Control Program (NGCP). 10. National disease control program (NDCP), 11. <i>National Prophylaxis Programme Against Nutritional Blindness (NAPPNB)</i> , their Specific objectives & Beneficiaries, 2. Specific Role of the National agencies like ICMR(The Indian Council of Medical Research), NIN (National Institute of Nutrition), NFI(Nutrition Foundation of India), FNB(The Food & Nutrition Board), CFTRI(Central Food Technological Research Institute), CSSM(Child Survival and Safe Motherhood), CSWB(Central Social Welfare Board), NSI(Nutrition Society of India), NNMB(National Nutrition Monitoring Bureau). 3. Specific role of International Agencies like- WHO (World Health organization), FAO(Food & Agriculture organization), UNCF, CARE(Cooperative for Assistance and Relief Everywhere), CIN(International Conference on Nutrition).		8	
	Practical – (00)			0
6	Illustrate the needs of Kitchen Gardening, Farming, Hatchery and Fishery for fulfillment of daily needs of food 30(T-10, P-20)	34		
	Theory -(10 hrs) Nutrition Education: Objectives of imparting nutrition education among community for restoration of health, the needs of Kitchen Gardening, Farming, Hatchery and Fishery dairy farming for community development, introduction to different home gardening equipment.		10	
	Practical (20 hrs) 1. Audio-visual aids for kitchen gardening, Farming, Hatchery, Fishery 2. Identification of home gardening equipment. 3.Implement kitchen gardening according to seasons			20

7	Explain lifestyle modifications for healthy living 22(T-10, P-12)	21		
	Theory –(10 hrs) Nutrition Education: Healthy Living - Healthy living and different means of achieving it. Health Sectors - Specific Role of different sectors for imparting education like- ICDS Centres, Panchayat, Women’s organization, NGO, Health Service Centres, Educational Institutes. Special Drives for healthy living - Need of immunization, personal & environmental hygiene, proper handling of food, methods for proper utilization of resources		10	
	Practical – (12) Project Visit to health centers, ICDS centers, Gram Panchayat, Blocks, Primary School, Small Scale Industries, Rehabilitation Centers, Old Age Homes, Center for Care of Challenged Child.			12
8	Build healthy community living through lifestyle modifications 22 (T-10, P-12)	21		
	Theory –(11 hrs) Dietary Survey - Method, Importance, Advantages & Disadvantages Modification of lifestyle or behavior pattern Human resource development or Skill development		10	
	Practical – (12 hrs) Project 1. Carry out dietary survey for 5 families in the nearby community. 2. Visit to Cottage Industries like Small food processing industry (pickles, nuggets, papads), Nursery (manure, seeds, saplings). 3.			12
	TOTAL hours	168	72	96

OUTCOMES

Outcomes to be assessed	Assessment criteria for the outcome
1. Define community and relate its need for sustainable community health development	1.1 Trainee will be able to explain Community, its classification and its characteristics (interaction, identification & facility).
	1.2 Able to explain the purpose of studying community nutrition
	1.3 Trainee will be able to explain Public health nutrition
	1.4 Able to list out points to differ public health nutrition from community nutrition
2. Assess Health Status & keep record of different health parameters of an individual’s along with std. values.	2.1 Trainee will be able to explain the Nutritional Status of an individual.
	2.2. Trainee will be able to explain the aims and objectives of assessment of nutritional status of persons of different age groups
	2.3. Trainee will be able to illustrate ABCD methods i.e, Anthropometric Measurement (physical – height-weight), Biochemical Assessment, Clinical Assessment and Dietary Survey.
	2.4. Trainee will be able to explain the physical, chemical and clinical features of an individual to be measured using ABCD methods.
	2.5. Trainee will be able to identify the different tools required for assessment of nutritional status of persons of different age groups.

	2.6. Trainee will be able to demonstrate the growth chart, by plotting the graph for gradation of mal-nutrition.
	2.7. Trainee will be able to explain the growth chart for growth monitoring for children under 5 years of age.
	2.8. Trainee will be able to illustrate Index charts like- Broka's Index, Quetlet Index.
	2.9. Trainee will be able to explain Functional Qualities related to health.
	3.0 Trainee will be able to explain Vital Statistics.
3. Identify the clinical symptoms of different deficiency disorders of nutrients such as scurvy, anaemia, ricket, night blindness.	3.1 Trainee will be able to explain the interrelationship between nutrition and health.
	3.2 Trainee will be able to illustrate the consequences of improper intake of nutrients.
	3.3 Trainee will be able to classify malnutrition and point out the underlying causes of malnutrition in India.
	3.4 Trainee will be able to compile the clinical symptoms of malnutrition among the vulnerable groups
4. Identify the grass root causes of malnutrition and drawing work schedules to minimize the impact of malnutrition.	4.1. Identify the clinical symptoms of malnutrition among the vulnerable groups (such as pregnant women, children below 5 years, under privileged community.
	4.2. Explain the short term and long term planning to minimize the impact of malnutrition.
	4.3. Demonstrate preventive methods of malnutrition through kitchen gardening and effective cooking methods.
	4.4. Monitor and evaluate the preventive methods of malnutrition.
5.State various Prophylaxis Program to educate the target groups.	5.1 Trainee will be able to specify the objectives of programmes like-NAPPNB, NNAPP, NGCP, NDCP, ANP, SNP, ICDS, MDM.
	5.2 Trainee will be able to identify the beneficiaries or target groups like pregnant mothers, children below 5 years, adolescent girls, underprivileged groups.
	5.3 Trainee will be able to specify the role of National Agencies like-ICMR, NIN, NFI, FNB, CFTRI, CSSM, CSWB, NSI, NNMB.
	5.4Trainee will be able to specify the role of International Agencies like- WHO, FAO, UNCF, CARE, CINI.
6. Illustrate the needs of Kitchen Gardening, Farming, Hatchery and Fishery for fulfillment of daily needs of food.	6.1 Trainee will be able to specify the objectives of imparting nutrition education among community for restoration of health.
	6.1 Trainee will be able to explain need of kitchen garden, fishery, poultry and dairy farming for community development.
	6.2 Trainee will be able to identify the different home gardening equipment.
7. Explain lifestyle modifications for healthy living	7.1 Trainee will be able to explain what healthy living is and what the different means of achieving it are.
	7.2. Trainee can explain the role of different sectors for imparting nutrition education like- ICDS Centres, Gram Panchayat, Block, Women's organization, NGO, Health Service Centres, Educational Institutes.
	7.3. Trainee can specify the need of immunization, personal & environmental hygiene, proper handling of food.
	7.4. Trainee can illustrate the skills for building up healthy environment through proper usage of household waste, proper cooking technique.
8. Built healthy community living	8.1 Trainee will be able to identify the role of dietitians and field assistants on survey work.
	8.2 Trainee will be able to explain the methods of dietary survey (Weighment of raw food. Weighment of cooked food, 24-hour recall method).
	8.3 Trainee will be able to explain the advantages and disadvantages of each method of dietary survey.
	8.4Trainee will be able to interpret dietary survey report for nutrient intake.
	8.5. Trainee will be able to explain about the modifications of lifestyles of an individual or family belong to a community by altering the long term habits,

	typically the habits of eating or physical activities.
	8.6. Trainee will be able to explain different ways of stress management among the individuals of a community.
	8.7 Trainee will be able to chalk out different means of development of human resources or skills.