

Strengthening Undergraduate Teaching of Infant and Young Child Feeding

*Workshop on Sensitization of Nodal Senior
Faculty Members from the Departments of
Pediatrics and Community Medicine*

*5-6 November 2005
INDIA*

A Report



*Organized by: Breastfeeding Promotion Network of India
(BPNI) / IBFAN Asia Pacific in collaboration with UNICEF India*

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Workshop on Sensitization of Nodal Senior Faculty Members from the Departments of Pediatrics and Community Medicine

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A Report

Written & Edited by

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About BPNI

The Breastfeeding Promotion Network of India (BPNI) is a registered, independent, non-profit, national organization that works towards protecting, promoting and supporting breastfeeding and appropriate complementary feeding of infants & young children. BPNI believes that breastfeeding is the right of all mothers and children. BPNI works through advocacy, social mobilization, information sharing, education, research, training and monitoring the company compliance with the IMS Act. BPNI does not accept funds or sponsorship of any kind from the companies producing infant milk substitutes, feeding bottles, related equipments, or infant foods (*cereal foods*).

About IBFAN Asia Pacific

The International Baby Food Action Network (IBFAN) is a 1998 Right Livelihood Award recipient. It consists of more than 200 public interest groups working together around the world to save lives of infants and young children and bring lasting change in infant feeding practices at all levels. IBFAN aims to promote the health and well-being of infants and young children and their mothers through protection, promotion and support of optimal breastfeeding and infant and young child feeding practices. IBFAN works for the universal and full implementation of *International Code of Marketing of Breast-milk Substitute and subsequent relevant World Health Assembly (WHA) resolutions*. IBFAN Asia Pacific consists 42 countries with 4 sub regions, South Asia, East Asia, Southeast Asia and Pacific; each sub region being coordinated by the sub regional representative (RR) and overall coordination is done by the regional coordinator in Delhi

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Introduction

The Bellagio Child Survival Study Group provides sufficient grounds to believe that estimated under-five deaths can be prevented by 13% with a simple intervention like exclusive breastfeeding for first 6 months of life and by 6% with appropriate complementary feeding. The Global Strategy for Infant and Young Child Feeding (IYCF) encompasses upon both these simple and effective interventions and aims to improve the survival, health, nutritional status, growth and development of infants and young children through optimal feeding.

Current scenario in India

Infant and Young Child Feeding is an essential component of undergraduate curriculum of medical and nursing students across the country. On an average 4-6 hours of class room teaching is devoted to breastfeeding and feeding of infants and young children during undergraduate training. However, it is disturbing to observe inadequacy of materials for preparing them to support mothers to breastfeed successfully and counsel for complementary feeding. The content is incomplete, even incorrect, when compared with the standard teaching of breastfeeding and lactation management, and recommended guidelines for feeding infants and young children. Very little attention is given to improving counseling skills of the students. Therefore an average medical or nursing student is not adequately equipped to handle problems related to breastfeeding and complementary feeding when he/she is faced with the real life situations.

The Global Strategy for Infant and Young Child Feeding, jointly developed by WHO and UNICEF, has identified several difficulties that persist in this area. One of the main difficulties has been cited as “*inadequate training of health workers, who receive too little pre-service instruction about infant feeding, and who subsequently work in non-supportive health care environments.*” The National Health Policy (NHP) 2001 also recognizes that the current syllabus is quite theoretical making it difficult for the fresh graduate to meet even the primary health care needs. It emphasizes the need to revise medical education curricula and prescribes “*a need based skill oriented syllabus, with a more significant component of practical training, would make fresh graduates useful immediately after graduation.*”

Need for Strengthening Teaching IYCF in Medical Colleges

In order to achieve the effective implementation of the IYCF strategy, it is necessary among other things that the health professionals are adequately trained in IYCF. In- service training of large number of doctors and nurses throughout the country is not only expensive but a Herculean task to accomplish. Strengthening pre-service education has been identified among the main areas of intervention to improve infant and young child feeding. Revising and reforming pre-service curricula for all health professionals, nutritionists and related professions to provide objective and consistent information, and practical skills related to infant and young child feeding would be a logical step forward and one of the most appropriate long-term strategy intervention to protect, promote and support breastfeeding and appropriate complementary feeding.

The Breastfeeding Promotion Network of India (BPNI), a nodal agency for promoting breastfeeding in India, has been concerned about this issue for a long time and has been planning and debating a plan of action to address this deficiency in medical and nursing education. BPNI, based on the findings of its own study on curriculum of doctors, strongly suggests introduction of IYCF in the curricula of doctors, nurses and other health professionals. A sustainable curriculum, based on scientifically sound information, is needed at both the undergraduate and postgraduate level of medical and nursing education. All medical/nursing students should be prepared to promote optimal breastfeeding practices and to avoid practices that interfere with it. Teaching in pre-clinical and clinical training should project breastfed infant and the breastfeeding mother as the norm and not an exception.

BPNI Task Force on Pre-service IYCF Education

As a first step, BPNI set up a Taskforce on IYCF Pre-service Education in consultation with UNICEF. The Task Force was entrusted the responsibility of identifying the lacunae in the current teaching and develop a plan of action to address these deficiencies. Prof A.K. Patwari was requested to lead this campaign as its Technical Coordinator along with a team of eminent teachers of Pediatrics and Community Medicine in the medical colleges across the country.

In order to strengthen teaching of IYCF to medical students it is essential that their learning objectives related to understanding and practice of IYCF guidelines are properly defined and teaching methods adequately modified. To accomplish this objective and to introduce this change sensitization and reorientation of nodal persons in the teaching departments, which are responsible for teaching IYCF to undergraduate medical students, remains the most important activity.

Planning of Sensitization Workshop for Key Professionals

Heads of the Departments of Pediatrics and Community Medicine from several Medical Colleges representing all the geographical zones across the country were approached and invited to participate in this activity, with the commitment that they will not only strengthen teaching of IYCF in their own departments but would also take up the role of “Zonal Leaders” to scale up this academic campaign and serve as facilitators for their neighboring medical colleges for incorporating IYCF guidelines in their undergraduate teaching. Zonal Leaders were also given to understand that they are expected to establish ‘Regional **Resource Centres**’ in their medical colleges which would also serve other medical colleges in their vicinity. It was proposed that Heads of the departments of Pediatrics and Community Medicine along with one of the faculty members actively involved in undergraduate teaching from each department attend the sensitization workshop. It was envisaged that once we attain and develop leadership, this will provide institutional commitment, which will assess current technical curriculum/teaching, initiate a spirit of motivation and ownership by other faculty members, develop faculty expertise, plan teaching outline and session plans, implement new teaching schedule with improved methodology, and assess the impact by monitoring and evaluation.

These preliminary discussions between like minded teachers culminated in the “*Workshop on Sensitization of Nodal Senior Faculty Members from the Departments of Pediatrics and Community Medicine for Strengthening Undergraduate Teaching of Infant and Young Child Feeding*” which was conducted on 5-6 November 2005 at Royal Retreat, Gurgaon (Haryana), organized by BPNI/IBFAN Asia

Pacific in collaboration with UNICEF India. The venue of the workshop was specifically chosen outside Delhi to provide better opportunities for interaction between the participants and the facilitators.

Facilitator Group for the Workshop

Organization of the workshop was preceded by formation of a Delhi based Facilitator Group which included Prof. S. Aneja, Prof. M.M.A.Faridi, Prof. A.T.Kannan, Prof. A.P. Dubey, Dr. Piyush Gupta and Dr. Parveen Kumar, with Prof.A.K.Patwari as the Technical Coordinator. A Pre-Workshop meeting of the Facilitators was held on November 3, 2006 to finalize the agenda and other administrative matters. Several discussions took place through emails.

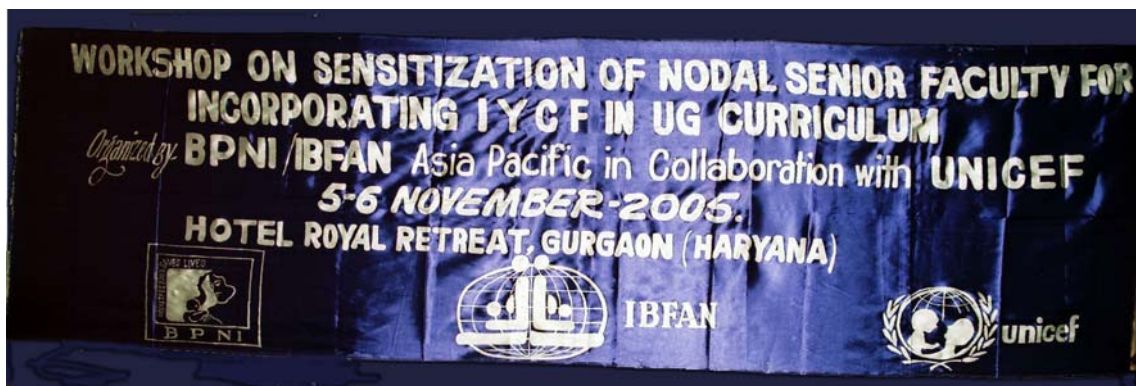
This is the report of the workshop, which also provides a forward looking action plan to address this issue in the country.

Objective of the Workshop

1. Discuss the learning objectives and identify gaps in the current teaching of 'Essentials of IYCF' to medical students.
2. Decide 'what' (contents), 'how' (teaching methods) and 'when' (which semesters) to introduce the desired changes in the revised teaching schedule.
3. Preparation of plan of action by the individual institutions which would include training of their faculty members in lactation management and complementary feeding and planning of teaching schedules.
4. Formulate future plans as "Zonal Leaders" to sensitize and train key personnel from the neighboring medical colleges assigned to each medical college.

Inaugural Function

A simple inaugural function flagged off the workshop with a brief introduction of participants and the facilitators of the workshop (Annexure I). The participants represented eleven medical colleges from the departments of Pediatrics and Community Medicine (Annexure II). Dr. Jagdish Sobti, Coordinator, BPNI Task Force on Education and Dr. Arun Gupta, National Coordinator (BPNI) and Regional Coordinator, IBFAN Asia Pacific welcomed the participants on behalf of BPNI. Prof. A.K. Patwari, Technical Coordinator of the Workshop, explained the purpose of BPNI/IBFAN Asia Pacific's academic campaign and urged the participants to wholeheartedly put their minds on a common objective i.e. strengthening teaching of IYCF in undergraduate medical education.



Technical Sessions

Session I: Child Survival and Infant Nutrition

The first session focused on the current scenario of Child Survival and Nutrition in India. Prof. M.M.A. Faridi referred to “Developing Country’s Nutrition Cobweb” and highlighted “Relative Mortality Risk in Absence of Breastfeeding” and “Cost-Effectiveness of Nutritional Interventions and Delivery Strategies for Child Survival”.



Dr. Arun Gupta, Regional Coordinator, IBFAN Asia Pacific reminded the participants about ‘The Innocenti Declaration’ and its Operational Targets. He also referred to the Resolution on Infant and Young Child Nutrition passed in Fifty-fifth World Health Assembly and introduced the Global Strategy for Infant and Young Child Feeding.



Prof. A.K. Patwari explained, “What do we mean by Strengthening/ Changing Pre-service Education?” He also highlighted why it is critical to strengthen teaching of IYCF to undergraduates. Participants were also motivated and encouraged to promote teaching of IYCF guidelines by sharing the experiences from Madagascar, Ethiopia, Vietnam and Ghana where IYCF has been successfully incorporated into undergraduate medical and nursing education.



Session II: Introduction of the Workshop

The Technical Coordinator of the workshop explained objectives and the agenda of the workshop. Dynamics of this kind of a workshop were discussed with the participants keeping in mind their future role as Zonal Leaders and Facilitators for sensitizing key personnel from other medical colleges.

In her presentation, Prof. S. Aneja identified “Learning Objectives for Undergraduate Medical Education” and tried to relate these objectives to the Guidelines from Medical Council of India. She described these objectives as “Preparation of health professionals to Protect, Promote and Support recommended IYCF practices in the context of our country”. She clearly dissected ‘Knowledge’ component related to Public Health importance, Management and Supporting IYCF. She highlighted the need for appropriate ‘Skills’, which medical graduates need to possess for practice and promotion of IYCF. Participants clearly understood that the key word is ‘strengthening of teaching IYCF to our students’. It was reassuring for them to note that the ‘change’ does not imply modifying the curriculum, which would require several administrative decisions before implementing the revised teaching schedule and methodology. They were convinced that their efforts to strengthen IYCF teaching to undergraduate medical students would not in any way be against the Guidelines from Medical Council of India. Prof. Aneja also stressed the need for integrated teaching of IYCF in Pediatrics and Community Medicine and preferably with Obstetrics.

Session III: Group Work (1)

Participants were briefed to work in 4 smaller groups to discuss the following areas:

- a. What are the gaps?
- b. What needs to be integrated or improved?
- c. How undergraduate teaching can be strengthened (what, which discipline)?
- d. Lesson Plans (Specific learning objectives, contents, duration, Teaching methods, materials etc.)
- e. Use of formative and summative assessment

All the groups made their presentations in the Plenary Session and addressed the following areas:

1. **Gaps in the Current Teaching of Infant Feeding:**

• **Gaps in Knowledge:**

- Frequency of breastfeeds in normal babies, night feeds
- Breast and nipple problems
- Misconceptions about ‘Not enough milk’
- Feeding in special situations
- Misconceptions about crying, stool pattern in breastfed babies
- Risks of promotional strategies of milk food companies
- Current concept of complementary feeding vs weaning
- IMS Act
- Importance of Maternal Nutrition



• **Gaps in acquiring Skills and Attitude:**

- Breastfeeding history
- Examination of breast
- Recognition of incorrect attachment
- Expression of breastmilk
- Counseling regarding breastfeeding, not enough milk, special situations, drugs etc.
- Antenatal examination of breasts



• **Gaps in Teaching (time, methodology and teaching aids):**

- Teaching not focused on preventive and promotive aspects of infant and child health
- Inadequate time allocated for teaching infant feeding
- Lack of hands on experience
- Lack of appropriate teaching aids and resource materials
- Discrepancies in textbooks and reference books on guidelines related to IYCF
- Inadequate exposure to feeding problems faced in the real life situations
- Inadequate Assessment Tools
- Lack of training sites for demonstration e.g. Lactation Management Clinics
- Lack of evaluation of Skills in the assessment of students
- Assessment – Lack of objectivity- specific aspects are not evaluated

• **Gaps in teaching (Operational Reasons):**

- Large number of students in a batch making it difficult to arrange proper demonstrations or 'hands on training'
- Lack of emphasis on socio- cultural aspects of feeding
- Ethical issues related to feeding not taught
- No emphasis on development/evaluation of communication skills
- Lack of interdepartmental integration in teaching
- Variation in knowledge and practices within the departments
- Lack of uniform institutional policies

2. What needs to be integrated or improved ?

• Improvement and integration in Teaching:

- Spend more time in the areas where knowledge gaps have been identified
- Integrated teaching
- Improve access to resources
- Strengthen teaching IYCF by optimally using available materials
- Allocate more time to learning skills related to feeding
- Provide IYCF guideline materials to the students
- Develop a study guide/module
- Assessment tools to be specified and standardized
- Improve and update the contents of textbooks and reference books on IYCF guidelines



Group Work

• Identify Specific Learning Objectives:

- Advantages of breastfeeding
- Understanding the definition and benefits of exclusive breastfeeding
- Importance of colostrum
- Anatomy and physiology of breastfeeding
- How to take a good 'Breastfeeding history'
- Examination of breasts
- Positioning and attachment
- Breastfeeding counseling
- How to handle 'Not enough breastmilk'
- Expression of breastmilk
- Principles and recommended guidelines for Complementary feeding
- Feeding in specific situations
- Awareness about Baby Friendly Hospitals Initiative (BFHI), IMS Act

3. How undergraduate teaching can be strengthened (what, which discipline)?

• What and Which discipline:

- Theory teaching of 10 hours (Pediatrics = 3 hours, Community Medicine = 2 hours, Obstetrics = 1 hour, Integrated Teaching = 4 hours)
- Practical teaching 44 hours (Pediatrics = 24 hours, Community Medicine = 20 hours)

- **Teaching methods:**
 - Structured interactive sessions
 - Tutorials
 - Seminars
 - Group discussion
 - Role play
 - Quiz
 - Case based learning
 - Demonstrations (Cases/ Video film)
 - Learning in actual field situations

- **Assessment:**
 - Objective Structured Clinical Examination (OSCE) for Formative and Summative Assessment focusing on Breastfeeding history, Observing attachment, Counseling, Expression of breastmilk, Feeding in special situations.
 - Summative assessment in the University Examination - 3% of question paper should contain IYCF related questions
 - Log book/family folders

Session IV : Steps in Strengthening IYCF Teaching

Prof. A.K. Patwari described a Stepwise Approach for strengthening infant and young child feeding in pre-service education. Prof. A.P. Dubey discussed future role of the participants as Zonal Leaders and reiterated the need for activities within the department as well as liaison with other departments, and to carry out research work related to IYCF. He also suggested names of partner medical colleges assigned to each participating college. Prof. A.T. Kannan introduced “Plan of Action” for the next small group activity for individual medical colleges. He encouraged the groups to prepare a Plan of Action keeping in mind a ‘purpose’, to be ready to ‘learn’ as we move forwards and to consider ourselves ‘accountable’ for taking up this important task.



Session V: Preparation Action Plans – Group Work (2)

Participants were grouped in to their own medical colleges for small group discussion. A team of faculty members from Pediatrics and Community Medicine from the same medical college were asked to prepare a realistic plan of action for their institution keeping in mind following major activities:

- a. Training/Orientation of staff
- b. Changes in UG teaching in Pediatrics and Community Medicine
- c. Development of monitoring tools
- d. Formative and summative assessment



- e. Coordination with assigned medical colleges
- f. Organization of sensitization workshop for key personnel from identified medical colleges

Representatives from Medical Colleges from Bangalore, Delhi, Gwalior, Lucknow, Mumbai, Pondicherry and Vadodara presented their plan of action in the plenary session. Realistic action plans were presented by each medical college depending upon number of students, Faculty Members and teaching time allocated to Pediatrics and Community Medicine in different semesters.



Participants from the remaining 4 medical colleges were requested to prepare their own plan of action after returning to their place of work and after discussing the subject with other faculty members. A sample of suggested 'Model Plan of Action' is given in Annexure III, which can be modified depending upon the local conditions in the medical colleges. The groups representing various participating institutions clearly spelled out the time frame of the proposed activities.

During the large group discussions, it was felt that the department of Obstetric and Gynaecology should also be involved in this exercise as they are the first level of contact and information on IYCF can be provided at the antenatal, natal and postnatal clinics. The rationale for involvement of the Obstetricians on IYCF during pregnancy, childbirth and postnatal visits are an important and frequent source of contact with women and men throughout pregnancy and after birth. These visits serve as opportunities for advocating and reinforcing exclusive breastfeeding in the prenatal and postnatal period.



Closing Ceremony

The closing ceremony was chaired by Prof Daksha Pandit and Prof Savitri Thakur. Both the chairpersons highlighted the role of Zonal Leaders in practicing, promoting and teaching IYCF guidelines to their students. They not only expressed their own commitment to this noble cause but urged all the delegates to start the process of introducing IYCF in medical education. It was also suggested to have a review meeting after 6 months to ensure that action plans are made operational as per the proposed time line and the proposed interaction will provide an opportunity to share each other's experience.



In the end Dr. Arun Gupta thanked the participants for their valuable contribution and their proposed plan of action. He assured all the participants that BPNI / IBFAN Asia Pacific would try and assist them in all the future plans. He also thanked Prof A.K. Patwari and other members of the Facilitator Group for their tireless efforts and appreciated their valuable support which was instrumental in leading the workshop to its logical conclusion.

Future Actions

The proceedings during the sensitization workshop clearly highlighted the following important messages:

- Faculty members from the participating medical colleges are motivated and committed to strengthening teaching of IYCF guidelines to their students.
- Realistic plans of action for introducing IYCF guidelines in the subjects of Pediatrics and Community Medicine starting from the next batch of students gave a clear indication that it is the right time to learn, practice and promote science and art of infant and young child feeding.
- The participating medical colleges are also prepared to take up the task of ‘Zonal Leaders’ and sensitizing neighboring medical colleges assigned to them after they have strengthened IYCF teaching in their own departments.
- Setting up of ‘Lactation Management Clinics’ in the departments of Pediatrics was considered an essential facility for teaching the students i.e. training sites, as well as for providing services to mothers who need to be counseled for breastfeeding and complementary feeding.
- Zonal Leaders were also willing to establish ‘Regional Resource Centres’ in their medical colleges, which would also serve other medical colleges in their vicinity.

Agenda

Workshop on Sensitization of Nodal Senior Faculty Members from the Departments of Pediatrics and Community Medicine for Strengthening Undergraduate Teaching of Infant and Young Child Feeding

Day 1 (November 5, 2005)

- 9.00 - 9.30 Inauguration
- 9.30 – 10.15 Child Survival and Infant Nutrition
- Current Scenario
 - Global strategy on Infant and Young Child Feeding
 - IYCF in Pre-service education – Experience so far
- 10.15 – 10.30 Break
- 10.30 - 10.45 Introduction of the Workshop
- 10.45 - 11.00 Learning Objectives for Undergraduate Medical Education –Guidelines from Medical Council of India
- 11.00 - 15.00 Group Work (Small Group Discussion)
- a. What are the gaps?
 - b. What needs to be integrated or improved?
 - c. How undergraduate teaching can be strengthened (what, which discipline)?
 - d. Lesson Plans (Specific learning objectives, contents, duration, teaching methods, materials etc)
 - e. Use of formative and summative assessment
- 15.00 – 17.30 Plenary Session (Large Group Discussion)
- Each group will make a presentation followed by discussion

Day 2 (November 6, 2005)

- 9.00 - 9.30 Steps in strengthening IYCF in Pre-service Education
- 9.30 – 9.45 Role of Zonal Regional Leaders
- 9.45 - 10.00 Introduction to Action Plan
- 10.00 – 11.30 Group Work (Small Group Discussion)
- a. Training/Orientation of staff
 - b. Changes in UG teaching in Pediatrics and Community Medicine
 - c. Development of Monitoring tools
 - d. Formative and summative assessment
 - e. Coordination with assigned medical colleges
 - f. Organization of sensitization workshop for key personnel from
 - g. identified medical colleges
- 11.30 – 13.30 Plenary Session (Large Group Discussion)
- Each group will make a presentation followed by discussion
- 13.30 Closing

Annexure - I

List of Participants

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Maharashtra		
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5.	Prof. Madhuri Kulkarni Head, Department of Pediatrics, L.T.M. Medical College & LTMG Hospital, SION, Mumbai 400 022 Maharashtra	Could not participants
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27.	Prof Ashraf Malik Prof of Paediatrics J.L.N. Medical College Aligarh Muslim University Aligarh 202 002 (UP)	Could not participate
28.	Dr Zulfia Khan Department of Preventive & Social Medicine J.L.N. Medical College, Aligarh Muslim Univ. Aligarh 202 002 (UP)	Could not participate
Ludhiana (Punjab)		
29.	Prof. Shivinder Singh Prof. of Preventive and Social Medicine Christian Medical College Ludhiana (Punjab)	
30.	Dr Rajesh Department of Preventive & Social Medicine (PSM & Community Medicine) Christian Medical College Ludhiana (Punjab)	Could not participate
31.	Prof. Tejinder Singh Professor & Head Department of Pediatrics Christian Medical College Ludhiana (Punjab)	Could not participate

S.No.	Name & Address	Telephone/Mobile/Email
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38.	Dr. Sandip K. Roy Professor & Head, Department of Community Medicine, 88, College Street, Kolkatta 700 073 W. Bengal	Could not participate
39.	Dr. Dipak Patra Associate Professor, Department of Pediatrics, 88, College Street, Kolkatta 700 073 W. Bengal	Could not participate

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Annexure - II

List of Participating Medical Colleges

1. Christian Medical College, Ludhiana
2. University College of Medical Sciences & GTB Hospital, Delhi
3. Lady Hardinge Medical College, New Delhi
4. Maulana Azad Medical College, New Delhi
5. J.L.N. Medical College, A.M.U, Aligarh
6. K.G.M. University, Lucknow
7. G.R. Medical College, Gwalior
8. L.T.M. Medical College, Sion, Mumbai
9. Medical College, Vadodara
10. M.S.Ramiah Medical College, Bangalore
11. JIPMER, Pondicherry
12. Calcutta Medical College, Kolkatta (could not be represented)

Annexure - III

Suggested 'Model Plan of Action' for Strengthening Teaching of IYCF to Undergraduate Medical Students

1. Training/orientation of staff

- *Number of Faculty to be trained:* Pediatrics + Community Medicine + Obstetrics and Gynecology
- *Teaching Methods:* Training in 2 sessions of 3 hours each on 2 afternoons
Time frame within 2 months
- *Outcome:* a) Identify gaps in training and use it for further exercise; and (b) Identify 2 nodal officers in each subject for making posting schedule.

2. Changes in Undergraduate Teaching in Pediatrics and Community Medicine

Theory:

- Pediatrics: 3 lectures of 1 hour duration each focusing on:
 - (i) Definition of Exclusive Breastfeeding, colostrum, how breastfeeding works, feeding in special situations
 - (ii) Assessment of Breastfeeding – positioning, attachment,
 - (iii) How to handle 'Not enough milk'
 - (iv) Complementary feeding
- Community Medicine: 2 lectures of 1 hour each
 - (i) Advantages of breastfeeding and colostrum, sociocultural aspects
 - (ii) IMS Act, BFHI, Current scenario
- Obstetrics and Gynecology : 1 lecture of 1 hour
 - (i) Problems in initiating and sustaining breastfeeding (inverted/sore nipple, mastitis, engorgement etc.)
- Integrated sessions (Community Medicine, Pediatrics and Obstetrics):
2 sessions of 2 hours each
 - Session 1: Problem based group exercises on breastfeeding
 - Session 2: Problem based group exercises on complementary feeding

Practicals :

- Pediatrics: 8 practical sessions of 3 hours each (Total 24 hours)
 - (i) Counseling (Generic)
 - (ii) Assessment of breast feeding
 - (iii) Expression of milk and difficult situations
 - (iv) Not enough milk/refusal to feed

- (v) History taking in breastfeeding and breast problems
- (vi) Feeding/dietary history and identifying nutrient gap in infants
- (vii) Counseling on complementary feeding
- (viii) Revision + feeding + specific problem discussion if any

Learning experiences: Demonstrations, video demonstration, live case based, simulated exercises, bedside learning, problem solving exercises, role play, visit to Lactation Management Clinic, visit to postnatal ward and lying in areas, high risk nursery.

- Community Medicine: 6 sessions of 3 hours each in Field visit
 - (i) Family situation: learning breastfeeding: tools, tradition, current thinking, counseling
 - (ii) Family situation: learning complementary feeding, : tools, tradition, current thinking, counseling
 - (iii) Feeding a healthy/sick child in the family: General approach.
 - (iv) Diet demonstration
 - (v) Growth monitoring
 - (vi) Visit to Lactation Management Clinic

3. Development of Monitoring Tools

- a. Developing a questionnaire for systemic feedback from the teachers and students
- b. Obtaining feedback after teaching sessions/posting
- c. Evaluation and restructuring of tool following validation

4. Formative and Summative Assessment:

- a. MCQ
- b. SAQ
- c. OSCE

5. Co-ordination with assigned Medical Colleges

- a. Identify 2 Faculty Members (Nodal Officers) in each medical college (one each from Pediatrics and Community Medicine)
- b. Sensitize nodal officers to the issue of inclusion of IYCF in their teaching schedule

6. Organization of Sensitization Workshop for assigned Medical Colleges

- a. Identify number of participants to be sensitized
- b. Number of workshops required to sensitize all the faculty members.
- c. Explore Funding of workshops from UNICEF, WHO, BPNI, UGC, ICMR, DFW etc.

Presentations