

PH-ABW 404

HEALTH DIVISION
GOVERNMENT OF PAKISTAN



PRIMARY HEALTH CARE PROJECT
HEALTH TECHNICIANS TRAINING CENTRE
OPERATIONS MANUAL - A GUIDE FOR IMPLEMENTING
THE HEALTH TECHNICIANS TRAINING PROGRAMME

THE NATIONAL BASIC HEALTH
SERVICES CELL HEALTH DIVISION
GOVERNMENT OF PAKISTAN
IN COLLABORATION WITH THE
HEALTH DEPARTMENTS OF
BALOCHISTAN, PUNJAB, NWFP,
AND SINDH PROVINCES
1990

PREFACE

This guidebook was conceived as part of the efforts of the Federal Advisory Committee which played a vital role in revising the Health Technicians' (HT) training material. During the revision process, it also became obvious that guidelines for implementing the revised curriculum needed to be developed and a body to be identified to monitor the implementation of this programme.

The Federal Advisory Committee, therefore, suggested the creation of Provincial Advisory Committees to monitor the Health Technicians Training Programme at the Provincial level.

Provincial Advisory Committees were formed in 1987 in NWFP, 1988 in Sindh and Balochistan, and 1989 in Punjab. So far five meetings in NWFP, three in Sindh, and two in Punjab and Balochistan have been held. These committees are chaired by the Director of Health Services of each province. Other committee members include selected representatives of Divisional Directors, District Health Officers, Medical Superintendents, and members of the teaching staff.

Provincial committees have been monitoring the training programmes within their provinces and discussing their findings at their meetings. Based on the experience of the members of these committees and teaching and project staff, and on the recommendations of the Federal Advisory Committee, the National Basic Health Services Cell under the guidance and supervision of the Training Advisor, Dr. Tara S. Upreti, developed this operation manual.

The manual is meant to assist one and all who are involved in implementing the Health Technicians Training Programme. It consists of six chapters. It begins with a brief history of the Primary Health Care Project and a description of the Health Technicians Training Programme. Chapter 2, Administration, contains an organizational chart and descriptions of the roles and responsibilities of individual training team members and the Provincial Advisory Committee. Chapter 3 contains student information relating to the programme: application, selection, admission, fees, and rules and regulations on attendance, leave, etc. Chapter 4 deals with academic information, examination policy, and record keeping. Chapter 5 deals with resource management, including budget, buildings, vehicles, equipment, and supplies. Chapter 6 gives information on the hostel - the building, its furnishings, and maintenance - and spells out the responsibilities of the Warden and the hostel residents.

This guide consists of general recommendations from the Federal level. Each Province is requested to develop specific plans based on its needs and resources in implementing the programme.

The Advisory Committee's insight and effort has resulted in this draft of the manual as a beginning guide for implementation of the training programme. Those involved in implementing the training programme should follow the recommendations closely and submit to the Basic Health Services Cell any further additions they feel should be included in the final edition.

The Basic Health Services Cell appreciates the Advisory Committee's insight and hard work in contributing to the improvement of the training of Health Technicians. Provincial Directors of Health Services, Divisional Directors, District Health Officers, PTOs, Tutors, and Project staff have worked together as a team under the guidance and supervision of the Training Advisor, Dr. Tara S. Upreti.

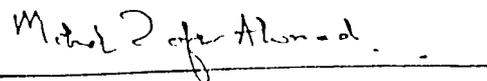
Primary Health Care Project Training Specialists Mrs. Shahnaz Imam, Mrs. Mahmooda Nasreen, Ms. Tasleem Razia Paracha, Mrs. Mahmooda Tariq, and Mrs. Nasim Akhtar Wahab have facilitated a variety of activities to improve the training of Health Technicians. They should be congratulated for work done well.

Our sincere thanks to Mrs. Rosalind Andersen and Mrs. Janis Foster, editors of this text, and Mr. Riaz Hussain Shah, who untiringly worked draft after draft until the final product was ready.

To Dr. Tara S. Upreti, who persistently and untiringly guided many individuals to work as a team in completing this manual, we again express our appreciation.

We are indebted to the technical and financial assistance provided by the United States Agency for International Development.

To one and all who contributed to the completion of the manual, we express our heartfelt appreciation. This is a good example of teamwork which needs to be developed more fully in improving the quality of health services in Pakistan.



Dated: June 15, 1990

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CHAPTER 1

INTRODUCTION TO THE PRIMARY HEALTH CARE PROJECT AND THE HEALTH TECHNICIANS TRAINING PROGRAMME

HISTORY OF THE PRIMARY HEALTH CARE PROJECT

RURAL HEALTH PROGRAMME, 1959

The first effort to provide primary health care to the vast rural population of Pakistan was made in 1959, when the Rural Health Programme was launched to provide preventive and curative services by establishing 150 Rural Health Centres (RHCs). However, the project succeeded in providing only one RHC, with three sub-Health Centres, to look after a population of 50,000.

BASIC HEALTH SERVICES, 1977 - 81

Basic Health Services was established in 1977 with financial assistance from the United States Agency for International Development (USAID) and technical assistance from the World Health Organization (WHO) and the University of Hawaii (Medex group). This project initiated a three-tier system comprising RHCs, Basic Health Units (BHUs), and Community Health Workers (CHWs). This was done by the establishment of Integrated Rural Health Complexes (IRHCs), a concept whereby each RHC had four BHUs and several CHWs at the village level. It provided integrated health services, both preventive and curative.

PRIMARY HEALTH CARE PROJECT, 1982 - 90

The Primary Health Care (PHC) Project, which replaced the Basic Health Services Project, was initiated by the Government of Pakistan and USAID in September 1982. It was originally a five-year project, but has since been extended to 1990. USAID supports this effort through its sponsorship of the 30 million dollar Primary Health Care Project, the goal of which is to expand and improve the quality of rural health services.

ACTIVITIES

The Primary Health Care Project provides support and assistance in five areas:

1. PROGRAMME MANAGEMENT

One of the project's aims is to support the management of the RHCs. At the Federal level, a Management Advisor is provided. At the Provincial level, six Management Analysts are provided. Since 1987, Balochistan, North West Frontier Province, Punjab, and Sindh have each formed an Advisory Committee specifically to monitor the Health Technician Training Programme. These committees meet two or three times each year.

2. TRAINING OF HEALTH TECHNICIANS AND COMMUNITY HEALTH WORKERS

Training is one of the major components of this project, for which the following technical assistance is provided by USAID:

- At the Federal level: a long-term Training Advisor.
- At the Provincial level: six Training Specialists (three in Punjab and one in each of the other three provinces).

3. PROGRAMME OPERATIONS

To help institutionalize the training of the Health Technicians (HTs), 13 Health Technician Training Centres are being constructed around the country:

IN PUNJAB: at Sialkot, Jhang, D.G. Khan,
Bahawalnagar, and Attock.

IN NWFP: at Abbottabad, Peshawar, and
D. I. Khan.

IN BALOCHISTAN: at Quetta and Khuzdar.

IN SINDH: at Mirpurkhas, Sukkur, and
Hyderabad.

USAID has provided each Training Centre with audiovisual aids, charts, models, and library books. HT kits have been supplied to the Training Centres, as well as hostel appliances and furniture, office equipment, bicycles, motorcycles, and vehicles.

To date, about 2,000 HTs have been trained and posted. As many as 1,300 in-service HTs have been oriented to the new curriculum. The HTs then train the CHWs.

4. RESEARCH AND EVALUATION

Some research studies have been done to look more closely at the health care and at ways in which things might improve. A baseline health survey on knowledge, attitude, and practices in project sites was conducted during 1983 - 84.

Primary Health Care Operations Research (PRICOR), during 1988 - 89, assisted Punjab and NWFP Health Departments in conducting three system-analysis studies of the delivery and utilization of Primary Health Care services.

5. ACCELERATED HEALTH PROGRAMMES

The Accelerated Health Programme financed the Expanded Programme for Immunization (EPI), Oral Rehydration Therapy (ORT), and Traditional Birth Attendant (TBA) training.

THE HEALTH TECHNICIANS TRAINING PROGRAMME

Until recently, HTs were known as Medical Technicians. Their title was changed to Health Technicians to emphasize their role in meeting the health needs of the community rather than in only treating diseases. The Medical Technicians' training programme started in 1978. At that time there was a shortage of Medical Officers and so the Medical Technicians were trained to man the BHUs, each serving a population of 5,000 to 10,000.

The programme began modestly since resources were limited. Recruitment of matriculate females was difficult and supervisors were unfamiliar with the role of Medical Technicians. Classes for Medical Technicians were held in one or two rooms of a hospital building or a training school for Lady Health Visitors. Training materials and equipment were limited, standard accommodation was not available and field experience was difficult to arrange for the students.

In 1982, the Government of Pakistan began plans for 13 training centres around the country. The new training centres provide an optimal environment for training mid-level health workers.

LOCATIONS OF THE 13 HEALTH TECHNICIAN TRAINING CENTRES



NWFP

1. ABBOTTABAD
2. PESHAWAR
3. D.I.KHAN

PUNJAB

4. ATTOCK
5. SIALKOT
6. JHANG
7. BAHAWALNAGAR
8. D.G. KHAN

BALUCHISTAN

9. QUETTA
10. KHUZDAR

SINDH

11. SUKKUR
12. MIRPURKHAS
13. HYDERABAD

Due to the rapid increase in the number of doctors in Pakistan, it is now possible to place a Medical Officer in each BHU. Providing primary health care services in the rural areas is receiving more emphasis. As a result, the Medical Technicians (now known as HTs) are viewed as a link between the community and the health-service delivery system. The focus of the HT's role has changed from providing medical services, from a Basic Health Unit, to that of providing more illness-preventive and health-promotive services through increased outreach activities. This change in the role and activities of the HT has made it necessary to revise the curriculum.

In September of 1985, at the recommendation of the Pakistan Government, Professor Mohammad Illiyas was awarded a contract by USAID to revise the curriculum. He and the Training Advisor worked with the Provincial Basic Health Services Cell Staff to revise the curriculum.

In March of 1986, curriculum revision started in full swing. The process utilized in revising the curriculum has been the following:

1. The text and reference materials in current use were reviewed.

2. Field visits to each Province were made. Government officials, Principals, Medical Superintendents, Tutors, Programme Training Officers (PTOs), HTs, and RHC Medical Officers were interviewed. Their comments on the strengths and weaknesses of the programme and the changes they desired were recorded. The following comments were given:

- a) The curriculum needs to be more preventive and less curative oriented.
- b) Community and outreach activities should be increased and emphasized.
- c) HTs should not treat diseases or prescribe drugs.
- d) Certain limits on the practice of HTs need to be set.
- e) HTs need to be more involved in immunizations, the control of diarrhoea, and child spacing programmes.
- f) Socio-cultural aspects need to be included in the training.
- g) HTs should spend more time on health education.

A survey of the conditions at the Health Technician Training Centres was also carried out. Findings indicated a need to:

- Develop job descriptions for all categories of staff.
- Guarantee safe housing for students and faculty during training.
- Provide teaching and support materials other than the textbooks.
- Better prepare Tutors and PTOs to carry out their responsibilities.
- Provide practical experience in preventive health services.
- Provide adequate learning experiences in the hospitals.
- Improve the system of examinations.
- Devise a method for supervising and following up on the HTs after completion of their training.

Findings from the field visits and recommendations from the 1984 Advisory Committee Meeting were used to revise the curriculum to make it more community and needs oriented. Regular periods at the RHCs have been arranged to provide practical learning experience.

The revision has been done in such a way that it is now possible to use this curriculum to train any mid-level health workers, such as Lady Health Visitors, HTs, and Female Health Workers. In May 1986, a draft was completed of the portion that needed major revision. This was presented to District Health Officers, PTOs, and Tutors in Balochistan, and their comments were sought. In June, the Advisory Committee for Curriculum reviewed the draft and gave its comments. Then this draft was discussed by Federal, Provincial, and USAID officers and the content was approved. It was then edited.

Three volumes, consisting of a total of 20 chapters, have been printed. These are for use by students and teaching staff alike.

The Federal Advisory Committee guided the curriculum revision task. In addition, it identified its own role in implementing the training programme. It also assisted in the development of this operational manual for administration and management of the Health Technician Training Centre.

This guide is meant to help those involved in implementing the training programme. It contains information on the following:

- The management roles and responsibilities of Project Directors, PTOs, and Tutors.
- A three-semester teaching plan, both theory and practice.
- Examination suggestions.
- Monitoring plans for the programme.
- Suggested operating budget for the Health Technician Training Centre.

The guide consists of general recommendations from the Federal level. Each Province has developed a Provincial Advisory Committee to monitor the training programme. A Monthly Status Report (pages 118-121) has been developed and is being utilized. Those involved in implementing the training programme should follow the recommendations closely and submit their comments to the Provincial Basic Health Services Cell.

CHAPTER 2
ADMINISTRATION

THE TRAINING TEAM

The training team includes the following members:

ACADEMIC STAFF

Principal - As the administrative head of the institution, the Principal will manage all administrative matters related to the training programme and will also be involved in teaching.

Programme Training Officers (PTOs) - PTOs will be involved in classroom and practical training in the hospital, RHC, BHU, and the community, as well as assisting the Principal.

Tutors - Two male and two female tutors will be fully involved in classroom activities as well as practical experience in the hospital, RHC, BHU, and the community.

Resource People (Guest Tutors) - The Principal may invite people working in relevant fields to discuss special topics with the students. They may be from child spacing, TB control, sanitary engineering, social welfare agencies, local bodies, etc.

On-the-Job (Field) Trainers - Students are given various experiences to increase their skills. On-the-job trainers will be available to teach these skills on a rotational basis, e.g., Medical Officers, Nurses, Senior HTs and HTs, Lady Health Visitors, community leaders, etc.

SUPPORT STAFF

Wardens - One male and one female warden will manage the hostels and be responsible for the welfare of the students.

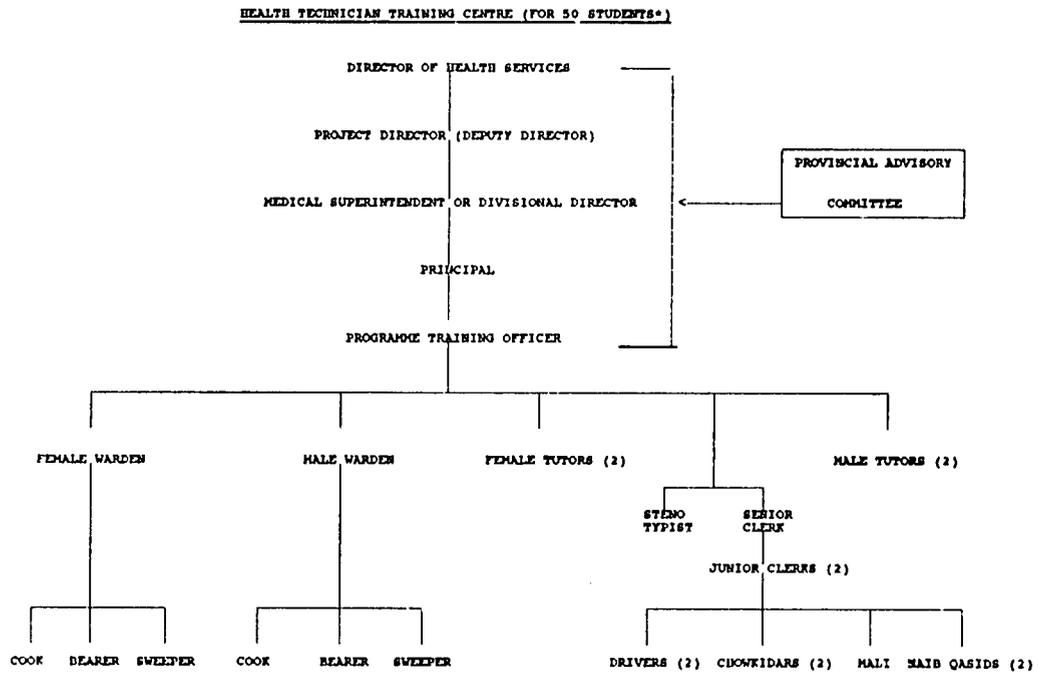
Secretarial Staff - Responsible for the smooth running of the facility; for salary and scholarship disbursement; for typing and photocopying.

Cooks and Bearers - Responsible for preparing and serving food.

Drivers - Responsible for the safe transportation of the staff and students, and for the maintenance and repair of the vehicles.

Naib gasids, chowkidars, mali, and sweepers - Responsible for the cleanliness and security of the premises.

ORGANIZATIONAL CHART



* Teaching and support staff need to be increased for more than 50 students.

ROLE OF PROVINCIAL ADVISORY COMMITTEE

The Provincial Advisory Committee on the Health Technician Training Programme was formed at the recommendation of the Federal Advisory Committee and the Primary Health Care Project and was approved by the Director of Health Services. This committee is made up of interested and committed health professionals whose purpose is to look after the welfare of the Health Technician Training Programme.

MEMBERSHIP

The committee is chaired by the Director of Health Services and consists of representatives from the following areas:

- Medical faculty.
- Divisional Directors.
- District Health Officers (DHOs).
- Nursing council.
- Medical Superintendents.
- Principals of Public Health Schools.
- Principals of Paramedical Institutes.
- PTOs of Health Technician Training Centres.
- Tutors of Health Technician Training Centres.
- Senior HTs.
- HTs.
- Administrative Officers (Planning Officers and Section Officers) from the Director of Health Services' Office.

FUNCTIONS

- To implement the recommendations of the Federal Advisory Committee and Primary Health Care Project Basic Health Services Cell at the Federal level.
- To periodically review the status of the Health Technician Training Programme to assure that the quality of training is maintained by monitoring the activities of selected Training Centres.

- To identify and review problems; to develop and implement plans to solve the problems; and to evaluate the success of the plans.
- To make plans for implementing the training programme according to government policy.
 - . Selecting and recruiting a specified number of students for training every 18 months.
 - . Monitoring the training programme quarterly.
 - . Following up on identified problems.
 - . Assisting with the evaluation of each training session.
- To listen to any grievances of the students and staff at the Training Centres.
- To take serious concerns to the Director of Health Services.
- To arrange for the distribution of credentials to all students who pass the external examination and complete the bond period.

JOB DESCRIPTIONS OF INDIVIDUAL MEMBERS OF THE
TRAINING TEAM

JOB DESCRIPTION

TITLE: PROJECT DIRECTOR, PRIMARY HEALTH CARE
PROJECT

STATEMENT OF WORK:

The Project Director is the administrative head of the Health Technician Training Programme and works closely with the Principal in implementing the programme.

The duties of the Project Director fall under three broad categories: Management and Coordination; Implementation and Supervision; Monitoring and Evaluation.

1. MANAGEMENT AND COORDINATION

- 1.1 Coordinates activities with the Director of Health Services and the Divisional Deputy Director. Regularly keeps each informed on the activities of the programme.
- 1.2 Provides policy and programme guidelines for the HT Training Programme.
- 1.3 Goes over the Principal's job description with him/her, explaining the Principal's responsibilities and limitations.
- 1.4 Receives requests from the Principal for the purchase of supplies, equipment, and other necessary items, and disburses funds for same.
- 1.5 Hands over the vehicles to the Principal and goes over the rules and regulations on their use, repair, and maintenance budget.
- 1.6 Coordinates with the State Medical Faculty on the examination process.

2. IMPLEMENTATION AND SUPERVISION

2.1 Recruits and selects trainees:

- Involves the teaching staff and students in recruiting eligible individuals from the community.
- Announces the notice for application on radio, television, and in local newspapers.
- Determines the dates for interviews and forms a selection board consisting of the local Medical Superintendent or Deputy Director and a female officer.
- Selects five to ten more students than required for the initial training so that a full quota of students will complete the course.
- Relaxes the minimum entrance requirements for females if unable to get the desired number of female candidates.
- Assigns students to appropriate Training Centres.

2.2 Assures adequate academic and residential facilities.

2.3 Visits each Training Centre and site once quarterly to assess the implementation of the programme and to determine any needs.

2.4 Meets with the teaching staff and Wardens quarterly to discuss the implementation of the programme and any needs they may have and to provide guidance.

2.5 Participates in workshops.

3. MONITORING AND EVALUATION

- 3.1 Writes quarterly reports or endorses the PTOs' reports on:
- Number of students enrolled, number dropped out, and reasons. (Takes disciplinary action as needed.)
 - Status of the teaching staff.
 - Whether the programme is on schedule - if not, gives reasons.
 - Status of vehicles and teaching materials.
 - Percentage of budget spent and amount remaining.
 - Status of Wardens and boarding students.
- 3.2 Meets with DHOs and Medical Officers (MOs) where students are placed and determines their input in providing Primary Health Care services.
- 3.3 Reports annually on problems relating to this programme, how they were solved, and what problems remain to be solved in the following year.
- 3.4 Assesses the condition of the buildings and needed repair work.

JOB DESCRIPTION

TITLE: MEDICAL SUPERINTENDENT OR DIVISIONAL DIRECTOR OR PRINCIPAL OF PUBLIC HEALTH SCHOOL

(A Health Technician Training Centre can be located at any of three sites: District Headquarters Hospitals; Divisions; Public Health Schools.)

- Receives reports from the Principal of the Health Technician Training Centre and forwards them to the Project Director.
- If the Principal of the Health Technician Training Centre is not designated as a drawing and disbursing officer, the Medical Superintendent, Divisional Director, or Principal of the Public Health School becomes the drawing and disbursing officer.
- Reviews quarterly the status of the training programme, utilizing the Monthly Status Report form on pages 118-121 and meeting with the teaching staff.
- Identifies problems and takes action to solve them.
- Reviews the annual programme evaluation with the Principal.
- Assists the teaching staff in selecting appropriate clinical sites for the students to learn practical skills.
- Reviews the attendance and performance of the students and teaching staff.
- Authorizes the diagnosis and care of sick Health Technician students and staff, at his hospital or elsewhere.

JOB DESCRIPTION

TITLE: PRINCIPAL

STATEMENT OF WORK:

The Principal is the person in charge of the overall training programme, spending 50% of his/her time in administration, management, and coordination and 50% of his/her time in supervising the staff and teaching the students.

In addition, the Principal has the same responsibilities as the PTO and Tutors.

JOB DESCRIPTION

TITLE: PROGRAMME TRAINING OFFICER

RESPONSIBLE TO:

The Project Director of Primary Health Care, through the Divisional Deputy Director or Medical Superintendent.

STATEMENT OF WORK:

The PTO's duties fall into three broad categories: Management and Coordination; Training; Supervision.

1. MANAGEMENT AND COORDINATION

1.1 Becomes familiar with Policy and Programme Guidelines for the Health Technician Training Centre.

1.2 Meets regularly and coordinates with:

- Deputy Director.
- Project Director.
- District Health Officer.
- Medical Superintendent or Divisional Director.
- Staff of Basic Health Units, RHCs, and Hospital.
- Wardens of hostels.
- Village leaders.
- Union Council chairman.

1.3 Becomes familiar with the budget and makes use of it, keeping receipts for every expenditure. Submits requests to the Project Director for approval.

1.4 Writes progress reports at the end of each six-month semester.

1.5 Continuously evaluates the training programme.

2. TRAINING

2.1 Before the training period begins:

Becomes familiar with the Provincial

policy on the selection criteria and recruiting process.

One month prior to the beginning of each training programme, obtains a list of applicants. If the number of applicants is not at least 50% more than the number needed, finds out the reasons for the small number. Seeks the teaching staff and community leaders' assistance in a campaign to increase the number of applicants.

Finds out when the interview date is and informs the District Health Officer that he or a designated Tutor would like to be present during the interviewing and selection of students. If possible, puts five to ten applicants on a waiting list.

Makes sure that a letter goes out to the successful candidates at least two weeks prior to the start of the training period.

2.2 Orientation of Students:

Assigns one Tutor to be responsible for preparing orientation materials for the students.

Determines how many of the successful candidates have reported for training. If some have not reported, finds out the reasons and selects others from the waiting list as needed. Has a Training Specialist or Tutor write to the candidates selected from the waiting list.

2.3 Orientation of Tutors:

Explains to the Tutors their role and responsibilities (see Tutor's Job Description).

2.4 Orientation of Wardens:

- Goes over the job descriptions of the Wardens.
- Introduces them to the students and staff.

- Provides them with a duty roster of students.
- Provides each hostel with a first aid kit and trains the Wardens to deal with emergencies.

3. SUPERVISION

3.1 Supervision of students:

- Observes each student's approach and technique.
- Identifies positive and negative points on knowledge, skill, and attitude; reinforces positive points.
- Suggests and demonstrates ways to correct weak areas so that skills are brought up to an acceptable level.
- Initials the student's skill check-list only after making sure that he/ she has gained complete competency.

3.2 Conducts tests and examinations according to the schedule.

3.3 Visits sick students.

3.4 Evaluates own performance, as well as that of the Tutors, according to the job description.

3.5 Oversees the cleanliness of the academic and residential facilities, including the library. Checks that all equipment is in working order. Arranges for repairs as early as possible.

3.6 Provides new books and articles for the hostels.

3.7 Occasionally checks the quality and quantity of the students' food.

3.8 Maintains a schedule and rules for the use of the vehicles. Oversees a programme of regular maintenance and repair for all vehicles.

JOB DESCRIPTION

TITLE: TUTOR (TWO MALE AND TWO FEMALE)

RESPONSIBLE TO:

The Principal.

On a day-to-day basis works with the PTOs within the policy guidelines of the Health Technician Training Programme.

STATEMENT OF WORK:

The duties of the Tutor fall into three broad categories: Management and Coordination; Training and Supervision; Evaluation.

1. MANAGEMENT AND COORDINATION

- 1.1 Becomes familiar with the Programme and Policy Guidelines of the Health Technician Training Programme.
- 1.2 Assists the PTOs in management and coordination and carries out their responsibilities when they are absent.
- 1.3 Participates in recruitment campaigns to increase the enrollment of trainees.
- 1.4 Orients community to the responsibilities and services of the Health Technicians and seeks the community's assistance and input in the training programme.

2. TRAINING AND SUPERVISION

Participates in training and support activities as follows:

2.1 Training Activities:

- Assesses curriculum requirements and selects training sites, including appropriate non-governmental organizations active in the community.

- Conducts teaching sessions (lectures and demonstrations) in the classroom according to a monthly teaching plan.
- Gives tests and examinations as scheduled.
- Goes over assignments to determine which students are doing well and which students are not. Either helps the weak students or has the stronger students help the weaker ones.
- Discusses teaching problems and solutions with other teaching staff; involves staff of all categories in teaching activities.
- Seeks and records objective comments about the performance of the students.
- Visits the BHUs and RHCs to plan the students' field work; arranges for BHU and RHC staff to supervise the students.
- Works in the hospital and health centres to promote health services, as a role model for the students. Demonstrates health service delivery in these locations by gathering pertinent data, identifying patients' chief complaints, solving problems when possible, and following up.
- Cooperates with other health workers to teach students.
- Initials students' skill checklists only after seeing each procedure performed satisfactorily. Students needing more practice will be given more opportunities at a later date.
- If the teaching activities are not carried out on schedule, works to get back on schedule as quickly as possible.

- Schedules make-up work for students who have missed a class or learning experience.

2.2 Support Activities:

- Makes sure that the classrooms, hostels, and mess halls are clean and organized before the arrival of the students; continues to monitor condition of these facilities.
- Makes sure that the textbooks and other teaching materials are in order.
- Is knowledgeable about the potential and limitations of each student; explains to the students their role in the programme.
- Meets with students who are having difficulties to find the causes of and ways to overcome the problems, e.g., not getting stipend on time.
- Helps the students manage their mess responsibilities.

2.3 Plans a few sessions with the Project Director, staff and MO at the RHC. Orients them to the Health Technician Training Programme with emphasis on the role of HTs in health promotion and prevention of illness rather than in dealing with medical cases. Seeks their assistance in providing supervised learning experiences for the students.

3. EVALUATION

Fills out evaluation sheets after each unit and periodically forwards them to the Project Director's office.

JOB DESCRIPTION

TITLE: SENIOR HEALTH TECHNICIAN

STATEMENT OF WORK:

A Senior HT is an HT with five years of satisfactory service. In addition to carrying out the activities of an HT under a MO, he/she will have additional responsibilities in the following areas: Supervision; Training; Records and Reports; Coordination of HTs in training as well as in service.

1. SUPERVISION

- 1.1 Supervises both male and female HTs at a RHC and five to ten BHUs and Sub-Centres.
- 1.2 Reviews their attendance records at the RHC and BHUs.
- 1.3 Evaluates the overall cleanliness and working conditions of the RHC and BHUs in his/her jurisdiction.
- 1.4 Evaluates HTs' schedule of activities.
- 1.5 Reviews referred cases.
- 1.6 Reviews the performance of the male HTs in environmental sanitation.
- 1.7 Reviews the performance of female HTs in MCH.
- 1.8 Evaluates the condition and maintenance of the stores and drugs.
- 1.9 Submits activity report for the centre.
- 1.10 Reviews the available drugs at the RHC and BHUs.
- 1.11 Supervises the use of the kits.

2. TRAINING

- 2.1 Trains the HTs and CHWs.
- 2.2 Orients the new MOs to the HT Training Programme.
- 2.3 Trains the student HTs, identifies their weak areas, and implements remedial training as appropriate.
- 2.4 Implements the curriculum.

3. RECORDS AND REPORTS

- 3.1 Supervises HTs' records and reports. Collects the monthly reports from the BHUs and arranges for their delivery to the DHO by the MOs.
- 3.2 Evaluates the HTs' use of the kits.
- 3.3 Submits monthly, quarterly, and yearly reports to the DHO on HT activities.

4. COORDINATION

- 4.1 Coordinates between the health officials and the community.
- 4.2 Arranges meetings between the staff and the community.
- 4.3 Identifies problems at the RHC and BHUs, keeping the MO and DHO informed.
- 4.4 Immediately reports any serious health problem in the community to the MO or DHO.
- 4.5 Coordinates his/her activities with those of others working at the village level.
- 4.6 Cooperates in the recruitment of females for the Health Technician Training Programme.

5. OTHER RESPONSIBILITIES

Assists with school health services and the maintenance of log books and motorcycles.

JOB DESCRIPTION

TITLE: HEALTH TECHNICIAN (MALE AND FEMALE)

STATEMENT OF WORK:

As a member of the health team of a RHC or BHU, the HT is to provide mainly health-promotive and illness-preventive services. The HT is to provide the following services through the BHU or RHC and outreach activities in his/her assigned area:

- Family health services.
- Maternal health services.
- Child survival services.
- Control of communicable diseases.
- Health education.
- Community involvement and coordination.
- Referral.
- First aid and treatment of common conditions.
- Record keeping.
- Training and occasional supervision of Health Technician students.

1. FAMILY HEALTH SERVICES

1.1 Determines the condition of each family's health in terms of:

- Housing.
- Drinking water.
- Nutrition.
- Immunization status.
- Environmental conditions in and around the home.
- Physical and mental health of individual members of the family.

1.2 Identifies areas needing improvement or correction.

- 1.3 Works with family members in developing solutions and plans of action.
- 1.4 Refers family to other agencies as appropriate.
- 1.5 Keeps records on the needs of each family and his/her plans for helping them.

2. MATERNAL HEALTH SERVICES

- 2.1 Identifies, registers, and examines pregnant women.
- 2.2 Provides counselling on immunization, nutrition, hygiene, and self-care during pregnancy.
- 2.3 Prepares pregnant women for labour and delivery at home or in hospital.
- 2.4 Participates in labour and delivery as possible.
- 2.5 Makes postpartum visits, providing assistance as needed.
- 2.6 Assists families in providing adequate rest, nutrition, and care for the new mother during the postpartum period.
- 2.7 Discusses child spacing with married couples.
- 2.8 Refers suspected high-risk cases to the RHC or specialists.

3. CHILD SURVIVAL SERVICES

- 3.1 Monitors foetal, newborn, and child growth and development.
- 3.2 Encourages breast-feeding and counsels mothers on the importance of nutritious food for their young children.
- 3.3 Makes sure all children are adequately immunized.
- 3.4 Teaches family to prepare oral rehydration solution and to keep infants well hydrated when suffering from diarrhoea.

- 3.5 Identifies and cares for malnourished children.
 - 3.6 Advises mothers on accident prevention.
 - 3.7 Encourages mothers to bring their infants and children for regular check-ups.
 - 3.8 Refers sick infants and children to the MO.
 - 3.9 Registers all births and deaths of children in his/her area.
4. IDENTIFICATION AND CONTROL OF COMMUNICABLE DISEASES (Malaria; Tuberculosis; Cholera; Gastroenteritis, typhoid, and intestinal parasites; Rabies)
5. HEALTH EDUCATION
 - 5.1 In the RHC or BHU.
 - 5.2 In the home.
 - 5.3 In schools or community groups.
6. COMMUNITY INVOLVEMENT AND COORDINATION
 - 6.1 Becomes familiar with the local administrative structure.
 - 6.2 Identifies community leaders.
 - 6.3 Assists in the establishment of a health committee and arranges for periodic meetings to discuss community priorities.
 - 6.4 Learns about local traditions, customs, and habits affecting health.
7. REFERRAL
 - 7.1 General: Identifies individuals and organizations in the community concerned with health and helps the community make use of them.
 - 7.2 Clinical: Identifies serious cases of illness or trauma, and refers them to the MO or a specialist.

8. FIRST AID AND OTHER MEDICAL CARE

8.1 Provides treatment for minor ailments.

8.2 Provides immediate treatment for all injuries.

8.3 Refers major injuries to the MO after providing immediate first aid.

9. RECORD KEEPING

9.1 Patients' records.

9.2 Stock and Issue Register.

9.3 Special records on Expanded Programme of Immunization (EPI), Maternal and Child Health (MCH), World Food Programme (WFP), Malaria, and other programmes as prescribed by the government.

9.4 Writes a quarterly report for the MO I/C.

10. TRAINING

10.1 CHWs.

10.2 Traditional Birth Attendants (TBAs).

10.3 Others as indicated.

A Health Technician must have at least one year of experience after completing the course before training other health workers.

Male and female HTs will be trained to provide the same services. However, due to location, preference of the people, and staffing situations, some of the responsibilities will be divided between the male and female HTs. For example, in a center where both male and female HTs are available, maternal and child health and child spacing discussions will be the responsibility of the female HTs. The male HTs will concentrate more on community involvement and coordination. This division is not absolute. Male HTs may need to assist female health technicians in carrying out some activities. In this way the two HTs work as a team.

JOB DESCRIPTION

TITLE: WARDEN FOR RESIDENT HEALTH TECHNICIAN STUDENTS
(ONE MALE AND ONE FEMALE)

RESPONSIBLE TO:

The Principal.

QUALIFICATIONS:

1. Must be a mature, caring person between 30 and 45 years of age who is a graduate of home economics, teaching, nursing, social work, or religion.
2. Four to five years experience as a warden or manager of a large group.

GRADE:

Basic Pay Scale No. 11 - 14, depending on qualifications and experience.

POST ASSIGNMENT:

Health Technician Training Centre.

STATEMENT OF WORK:

Duties fall into three categories: Supervision; Coordination; Management.

1. SUPERVISION

Supervises the hostel staff as well as the students.

- 1.1 Orients new students to rules and regulations and sees that these are followed by all.
- 1.2 Reports to the Principal any student or staff member guilty of breaking the rules and regulations.
- 1.3 Works with students who disobey the rules. Implements appropriate disciplinary action.

- 1.4 If a student repeatedly breaks the rules, the Warden brings this to the Principal's attention for disciplinary action.
- 1.5 Takes roll calls at breakfast and dinner. Identifies sick students and arranges for treatment.
- 1.6 Makes daily round of hostel at 10 p.m. to establish that all students are in their rooms.
- 1.7 Makes sure the students follow their schedule of study time, recreation time, and free time.
- 1.8 Sees that adequate balanced meals are prepared and served to the students.
- 1.9 Regularly collects money from all students, depositing it in the bank. Routinely pays mess bills, utility bills, and repair bills.
- 1.10 Organizes and participates in recreational activities and holiday celebrations, such as Pakistan Day.
- 1.11 Acts as advisor to the Student Mess Committee. This committee functions on a rotational basis and is responsible for preparing the monthly menus.
- 1.12 Checks the daily expense register weekly.
- 1.13 Arranges for the purchase of quality food at reasonable prices.
- 1.14 Makes sure that the food is prepared and served on time under hygienic conditions.
- 1.15 Oversees the cleanliness and maintenance of all appliances, supplies, and equipment.
- 1.16 Arranges for repair of any items found to be defective.
- 1.17 Makes a monthly inventory of all equipment and furniture, reporting to the Principal any shortage or breakage.

1.18 Oversees the general cleanliness of the building, with special focus on the kitchen and bathrooms. Sees that garbage is taken out daily and either burnt or deposited in a designated area. The kitchen and bathrooms are to be thoroughly cleaned daily.

1.19 Sees that the area around the hostel is neat and clean and that plenty of vegetables and flowers are grown.

2. COORDINATION

2.1 Meets regularly with students to discuss their welfare.

2.2 Takes students' concerns to the Principal and assists in problem solving.

2.3 Works with the office clerks in managing the hostel.

2.4 Meets with the students' relatives to discuss their concerns and to explain the Health Technician Training Programme.

2.5 Meets with concerned officials to arrange for recreational activities for the students.

3. MANAGEMENT

Maintains the following records:

- Warden's diary.
- Attendance record of hostel staff.
- Stock registers of equipment, furniture, and utensils.
- Stock and expense book for food commodities.
- Student health register.
- Indent book.
- Official correspondence file.
- Student file.

- Visitors book.
- Student activity book.
- Hostel expense books.

A Quarterly Report is sent to the Project Director through the Principal.

JOB DESCRIPTION

TITLE: STENO-TYPIST

RESPONSIBLE TO:

The Principal.

QUALIFICATIONS:

1. Matric. Must have some formalized training in secretarial work.
2. Two to three years experience as a secretary in a reputable organization.
3. Good working knowledge of the English language.
4. Ability to type a variety of documents including stencils.
5. A thorough knowledge of office procedures, correct grammar, spelling, punctuation, and style is required for the successful performance of this job. Ability to type accurately at a speed of 40 w.p.m. and take correct dictation at 80 w.p.m.
6. Ability to set up and maintain official records.

POST OF ASSIGNMENT:

Health Technician Training Centre.

GRADE:

Basic Pay Scale No. 11.

DUTIES AND RESPONSIBILITIES:

1. Types a variety of documents and correspondence from clearly written, printed, or typewritten drafts, including memorandums, telegrams, question papers, statistical material, student evaluation reports, letters, and stencils. Understands the importance of confidentiality.
2. Serves as office receptionist.

3. Makes travel arrangements for personnel, arranges transportation for incoming and departing visitors, and confirms hotel and rest house reservations. Types and prepares travel orders and expense vouchers.
4. Distributes mail. Maintains files and other reference material. Reviews outgoing mail for format, grammar, spelling, and dispatch procedures.
5. Schedules appointments for Principal. Receives phone calls, ascertains nature and purpose of call, and refers callers to appropriate members of staff.
6. Keeps record of official correspondence and the personnel files of staff and students.

JOB DESCRIPTION

TITLE: SENIOR CLERK

RESPONSIBLE TO:

The Principal.

QUALIFICATIONS:

1. Matric with 2nd Division.
2. Typewriting skills in Urdu and English.
3. Experience in typing, drafting, filing, and preparation of pay bills.

DUTIES:

1. Types and drafts official correspondence for the Principal.
2. Files official letters and documents.
3. Maintains In and Out files.
4. Maintains the dispatch register.
5. Prepares the pay bills for the staff and the stipend bills for the students. Prepares the bills for Travel Allowance, Daily Allowance, and other contingencies when needed.
6. Maintains and keeps current the following registers:
 - Cash book.
 - Bill register.
 - Dead stock articles register.
 - Stationery register.

7. Maintains the following vehicle records:
 - Log books.
 - Petrol, Oil, and Lubrication (POL) records.
8. Maintains the store and petty articles.
9. Provides information related to the budget when required.

JOB DESCRIPTION

TITLE: JUNIOR CLERK

RESPONSIBLE TO:

The Senior Clerk.

QUALIFICATIONS:

1. Matric.
2. Typewriting skills in Urdu and English.
3. Three years experience as a clerk.

GRADE:

Basic Pay Scale No. 5 with usual allowances.

DUTIES:

1. Answers telephone, takes messages, and records trunk calls.
2. Screens and attends visitors.
3. Maintains an engagement diary for the teaching staff.
4. Types.
5. Sees that matters requiring the Principal's attention are brought to his/her notice punctually and in the correct format.
6. Accurately records all incoming papers and correspondence.
7. Assists the teaching staff when requested to do so by the Senior Clerk.
8. Keeps accurate records of the whereabouts of files and other official documents.
9. Assists the storekeeper as required.
10. Does other work as assigned by the Principal, e.g., photocopying, duplicating, arranging office amenities, etc.

JOB DESCRIPTION

TITLE: COOK

RESPONSIBLE TO:

The Warden.

QUALIFICATIONS:

Able to read and write, with at least three years experience of preparing food for 50-60 people.

DUTIES:

1. Receives the daily ration of food commodities according to the menu.
2. Prepares breakfast, lunch, and dinner for 50-60 people daily.
3. Prepares meals for school functions as requested by the Warden.
4. Cleans and peels fruits and vegetables.
5. Washes cooking pans properly.
6. Reports any questionable food to the Warden, who tastes the food before it is served to the boarders.
7. Washes hands while handling food and after using the toilet.
8. Demonstrates cooking to the students.
9. Keeps the burners in good working order and turns them off after use.
10. Reports any leakage or breakage in the burners.

JOB DESCRIPTION

TITLE: BEARER (ONE MALE AND FEMALE)

RESPONSIBLE TO:

The Warden and the Mess Committee.

QUALIFICATIONS:

Must be able to read and write. According to Government rules, must be 18-25 years of age.

GRADE:

Basic Pay Scale No. 1 with usual allowances.

DUTIES:

1. Courteously serves breakfast, lunch, and dinner in the dining hall at specified times, in proper uniform.
2. Washes dishes after every meal. Cleans dining tables and refrigerators.
3. Helps with food preparation. Washes hands before handling food and after using the toilet.
4. Accompanies Warden on shopping trips.
5. Assists Warden in obtaining daily rations from store.
6. Is responsible for procurement of petty items for students, with permission of Warden.

JOB DESCRIPTION

TITLE: DRIVER

RESPONSIBLE TO:

The Principal.

QUALIFICATIONS:

1. Primary or secondary school education.
2. Valid heavy duty driving licence.
3. Must be able to pass driving test.

GRADE:

Basic Pay Scale No. 4 with usual allowances.

POST OF ASSIGNMENT:

Health Technician Training Centre.

TRAVEL REQUIREMENTS:

Willing to travel throughout the area of assignment.
Consecutive nights away from the city of assignment.

DUTIES AND RESPONSIBILITIES:

1. Drives school vehicle as required.
2. Checks oil, water, petrol, tyres, lights, air conditioning, etc., before, during, and after operation.
3. Cleans interior and exterior of vehicle.
4. Obtains duty slip before taking vehicle out.
5. Reports mechanical defects noted during operation.
6. Completes trip tickets and log books by filling in time, mileage, points of arrival and departure, and obtaining the signature of the official allotted the vehicle.
7. Provides information for the preparation of accident reports.

8. Acts as interpreter and facilitator on field trips.
9. Performs other related duties as directed by the Principal.
10. Follows the Health Department's standing orders for the use of vehicles.

JOB DESCRIPTION

TITLE: NAIB QASID

QUALIFICATIONS:

Must be able to read and write. No experience required.

DUTIES:

1. Arranges, tidies, and dusts the office furniture, etc.
2. Provides drinking water for the staff.
3. Takes files from one office to another.
4. Takes light furniture, e.g., chairs, side racks, small side tables, from one place to another within office area.
5. Performs other duties that may be assigned to him during working hours.

JOB DESCRIPTION

TITLE: CHOWKIDAR

RESPONSIBLE TO:

The Principal.

GRADE:

Basic Pay Scale No. 1.

QUALIFICATIONS:

1. Ability to read and write.
2. Five years experience as a serviceman or as a chowkidar for a reputable organization.

POST OF ASSIGNMENT:

Health Technician Training Centre. May have to work in shifts - morning, evening, or night.

DUTIES AND RESPONSIBILITIES:

1. Knows local emergency telephone numbers and the addresses and telephone numbers of the teaching staff.
2. Keeps in safe custody the keys of the main gate and offices.
3. Unlocks building half an hour before working hours and ensures it is properly locked after working hours. Keeps watch over visitors, building, etc.
4. Keeps away trespassers and immediately reports any unusual happenings to the Principal.

JOB DESCRIPTION

TITLE: MALI

QUALIFICATIONS:

Four to five years of experience as a mali in a Government or other organization.

GRADE:

Basic Pay Scale No. 1.

RESPONSIBILITIES:

- Maintains gardens at the Training Centre and hostels.
- Cuts grass and removes unnecessary weeds.
- Prepares a nursery of seasonal plants and arranges grafting as needed.
- Digs pits and prepares manure from refuse. Helps prepare a demonstration kitchen garden.

JOB DESCRIPTION

TITLE: SWEEPER (ONE MALE AND ONE FEMALE)

RESPONSIBLE TO:

The Warden or Senior Clerk.

QUALIFICATIONS:

Willing worker. Age according to government rules.

GRADE:

Basic Pay Scale No. 1 with usual allowances.

DUTIES:

1. Sweeps and washes the floor of each bathroom, bedroom, kitchen, dining hall, and in and around the hostel. Pays special attention to the bathrooms in the Training Centre and hostel, making sure that each one is clean and odor-free.
2. Empties waste baskets into the trash cans. Makes arrangements for the final disposal of trash on a regular basis.
3. Dusts walls and ceilings once a month.

CHAPTER 3

STUDENT INFORMATION

THE PROGRAMME

COURSE OFFERED

Health Technician Training Centres offer an 18-month course, including classroom study and practical training in the District Headquarters Hospital, RHC, BHUs, and the community.

STIPEND

According to the Government rules a stipend will be paid for each month of the 18 months of training.

HOSTELS

Free accommodation is available on a double occupancy basis for all students. The spouse and children of a married student may not stay in the hostel. (See Chapter 6 for hostel information.)

TEXTBOOKS AND MATERIALS

The three volumes of the Health Technicians Training Guide are provided free of charge once only during training. If lost, Rs.50/- will be charged for each book to be replaced.

A Health Technician's Kit is provided for each student during practical training, to be returned to the Training Centre after completion of the course.

CANDIDATES

Newly matriculated students and paramedics from the Health Department are eligible for the Health Technicians Training Programme.

MARITAL STATUS

Candidates may be married or single.

AGE

Male candidates	-	17 - 23 years.
Female candidates	-	17 - 25 years.
Paramedics	-	18 - 30 years.

QUALIFICATIONS

The minimum qualification for admission to the Health Technician Training Programme is matric 2nd division with science subjects, i.e., chemistry, physics, biology or general science, hygiene, and physiology. This is for both male and female candidates. However, if too few female candidates apply the minimum qualification - for females only - may be reduced to 3rd division with arts subjects.

HOW TO APPLY

Candidates should collect an application form from either the Office of the Project Director or the Health Technician Training Centre. After completing the form, the following documents are to be attached:

- Certified photocopies of academic records.
- Detailed marks sheets of each examination, matric/ F.A. or F.Sc., and any other training.
- A character certificate from the school last attended or from a respectable person living in the candidate's domicile area, but not related to him/her.
- A domicile certificate issued on the form supplied by the Deputy Commissioner of the domicile district. This should indicate the candidate's permanent home address.
- Two up-to-date passport-size photographs for both males and females, and a photocopy of the candidate's National Identity Card (both sides).

These should be mailed, or delivered by hand, to the Health Technicians Training Centre before the closing date.

If any of the required documents are not immediately available, those that are available should be sent with a note of explanation.

In-service candidates should apply through proper channels, submitting an experience certificate and all documents listed above to the Training Centre.

Ex-servicemen should supply a service certificate and a removal certificate, indicating their reason for leaving the job.

Health Department children should supply their parent's experience certificate indicating their years of service. This

certificate may be obtained from the head of the office where the father or mother works.

Handicapped candidates should supply a certificate indicating the type of disability and how much it is expected to hinder the candidate in routine field work. Space is reserved for handicapped students who can function with minimal difficulty.

SELECTION OF CANDIDATES

The Office of the Principal of the Training Centre will keep a record of each application received no later than two days beyond the closing date. If an insufficient number of applications has been received, the closing date will be extended. The teaching staff should now plan a recruitment campaign at which they will accept applications on the spot.

If a sufficient number of candidates is still not available to fill the places reserved for one district, the places may be filled by candidates from other districts on a merit basis and on an urban/rural basis. Candidates applying from more than one district will be disqualified. However, students may apply for admission to a Training Centre in a different district.

Candidates must compete for openings at the Health Technician Training Centre. If two or more candidates have equal marks, their merit positions will be determined by their ages, the older candidate ranking higher.

SELECTION COMMITTEE

The Selection Committee consists of the following:

1. Divisional Director of Health Services - Chairman
2. Project Director of Primary Health Care - Co-Chairman
3. Principal of the Training Centre - Member
4. One Tutor - Member

THE INTERVIEW

As soon as a sufficient number of applications has been received, a date will be set for the Selection Committee to interview the candidates. The candidates should be sent a letter stating the date and time of the interview and requesting that they bring along the originals of their

personal papers, for verification. Extra candidates should be interviewed to allow for dropouts. For example, for a Training Centre with 100 places at least 130 candidates should be interviewed, at a rate of about 30 each day. If possible, male and female candidates should be interviewed on separate days.

Before the interviews the teaching staff must prepare:

- Student record forms.
- Lists of items needed for the hostels.
- Student bio-data forms.
- Samples of surety bonds.
- Arrangements for medical checkups.
- Roll call registers.
- Personnel files.
- Enough books for all the students.
- Information about the mess fees.

INTERVIEW PLACE

Interviews should be conducted at a Health Technician Training Centre in order to provide sufficient seating for the students and rooms for the Selection Committee. Students should also be given a tour of the Training Centre and hostels.

AFTER THE INTERVIEW

After the interview, each successful candidate will receive a letter announcing the date to report to the Training Centre. The candidates who are placed on the waiting list will also be notified. In addition, a list of the candidates selected will be placed on the notice board at the office of the Principal. A copy will be sent to the Project Director or the Divisional Director.

In cases where one Training Centre has met its quota of students while others have too few, candidates on the waiting list may be contacted to see if they would be interested in admission to another Training Centre.

MEDICAL FITNESS EXAMINATION

Admission is subject to a medical fitness test. Provisionally selected candidates must undergo a medical fitness examination at the hospital attached to the Health Technician Training Centre before joining the class. Reports of unfit candidates will be submitted to the Project Officer so that he may select more candidates from the waiting list.

ON ADMISSION

Each student must report his/her arrival to the Principal's office in writing.

Upon admission to the Training Centre, all students should complete the Student Information Sheet (sample given on page 56). This should be given to the Principal's office, together with the following documents:

- Admission letter from the Principal.
- Two passport-size photographs.
- Photocopy of identity card.

In addition, students residing in the hostel should submit to the Warden the following:

- Mess money receipt (Rs.200/-).
- Visitors list with photographs of authorized male visitors (for female hostel residents).

All students will receive orientation materials including:

- An introduction to the HT Training Programme.
- Rules and regulations for academic performance and evaluation.
- Stipend information.
- Information about distribution of books, etc.

Hostel residents will be given their room assignments and information about hostel arrangements.

Students are entitled to a Discount Fare Card (see sample, page 60).

The first week after commencement, the Principal must send the following reports to the Project Director:

- Student arrival reports, names and dates.
- Lists of students who have not reported on time.
- Medically unfit students.

This will enable the Project Director to send for applicants from the waiting list without delay.

DROPPED STUDENTS

Students who have failed to report to the Training Centre within five days of the commencement date, and who have not provided a written excuse, will be automatically dropped from the programme.

Each student dropped from the programme will be replaced with a candidate from the waiting list. No appeals will be accepted. If the original candidate and the new candidate report to the Training Centre at the same time, the new candidate will be given priority. No student will be accepted at the Training Centre after the first two weeks of training.

UNIFORM

Female students are required to wear a white shalwar and kameez with a maroon dupata. In winter, a pullover of the same colour as the dupata may be worn.

A white overall displaying the HT's badge can be purchased from the Training Centre. Skin-coloured socks and black shoes without heels are to be worn.

Students may wear a black shawl in winter.

No student will be allowed to wear ornaments such as bangles or rings. Small earrings are permitted. A wristwatch with a second hand is essential. Female students should make Joora or long braids. Students with short hair must tie back their hair as much as possible.

Male students are required to wear white shalwar kameez, black socks and black shoes. A maroon pullover may be worn in winter and a white lab coat may be purchased from the Training Centre.

RULES AND REGULATIONS

HTs under training must obey the rules, regulations, and administrative orders issued by the Provincial Government. In addition, the Principal may, from time to time, issue

disciplinary orders of a permanent or temporary character, regulating the conduct of the students within the Training Centre and hostel.

Students are not allowed to:

- Keep any kind of weapon, even if it is licensed.
- Keep or make use of intoxicants.
- Keep or use electric appliances of any kind, other than what is provided at the centre.
- Invite or entertain visitors except during visiting hours and in the common room only. (Only male visitors may be received at the men's hostel and only female visitors may be received at the women's hostel, with the exception of authorized male visitors whose photographs have been submitted to the Warden.)
- Engage in immoral or violent activities.
- Leave the Training Centre or hostel without sanctioned leave, or stay out after the curfew.
- Cook in the hostel rooms.

All hostel residents must follow the instructions posted inside the door of their bedrooms.

In dealing with breaches of discipline or negligence in the hostels, the Training Centre, or out in the field, the Principal may decide either to require a written or verbal apology, to fine the student, or to expel him/her.

Students are forbidden to address any higher authority directly. Any communication intended for such higher authority shall be routed through the Principal.

If any damage is done to the hostel or Training Centre property, assessment of the damage will be made by a committee (Principal, PTO or Tutor, and Warden) who will decide on a fair sum of money to charge the student.

ATTENDANCE AND LEAVE

Students must be punctual for classes. There will be a daily roll call after assembly. Students will be marked absent if they are not present at roll call or if they are late, unless their written explanations are accepted by the teaching staff.

Students are entitled to 18 paid holidays. Any leave beyond this amount will be unpaid. Students who remain on unauthorized leave for more than 10 days will be reported to the Principal, who will be compelled to take disciplinary action.

If a student is deliberately absent from training for 15 days, his/her place in the Training Centre will be forfeited. Any student failing to attend at least 85% of the classes will not be eligible to sit the final examinations and will have to complete the course at his/her own expense.

LEAVE BENEFITS

The training course is for 18 months, divided into three semesters. This includes leave time. In addition to official holidays, students receive three weeks or 18 days leave during the whole training period. This leave will be granted as follows:

- First week of leave: At the end of the first semester. After taking the end-of-semester examinations, one week of leave will be granted to the whole class so that the students can prepare for the practical rotation period.
- Second week of leave: Before starting the third semester, after the students have taken their end-of-semester examinations.
- Third week of leave: At the discretion of the Principal, e.g., leave days may be combined with Eid Holidays or Muhurrum.

It is important to remember that the whole class must take leave at the same time.

All applications for special or emergency leave must be addressed to the Principal and must be approved by him/her.

SICK LEAVE

If a student falls sick and is admitted to the government hospital, he/she will be entitled to 15 days sick leave. If the sickness continues after this period, the student's return to the course will depend on the following:

1. Period of illness.
2. Period of training.
3. Possibilities of meeting the training deficiencies. The Principal is authorized to withhold the student from the

examination or terminate his/her training if the Principal is of the opinion that the deficiencies cannot be made up.

STUDENT HEALTH RECORD

Each student will undergo a physical examination every 6 months. The record of examination will be kept in the student's personal file. (See Student Health Record, page 55).

SURETY BOND

All candidates are required to execute a bond to serve the Government Health Department for three years. This should be submitted to the school within one week of admission. (See example, pages 57-59).

FEES

Certain fees will be charged to students according to the following rates. These fees must be paid upon receiving the first stipend.

Admission fee	Nil
Security fee	Rs.200/- (refundable at the end of training)
Library fee	Rs.20/- (once only)
Student welfare fund	Rs.10/- (each month)
House examination fee	Rs.10/- (each month)
Mess contribution (for hostel residents)	Rs.200/- (each month)
Training Centre badge	Rs.10/- (once only)

(Students have to contribute only Rs.20/- monthly apart from mess money).

STUDENT HEALTH RECORD

HEALTH TECHNICIAN TRAINING CENTRE _____

Dated: _____

NAME _____ FATHER'S NAME _____

Date of Birth/Age _____

Home address _____

Family history of any disease _____

PERSONAL HISTORY

Illnesses before admission, including childhood diseases. _____

Weight _____ Blood group _____ TT immunization _____

	Health Examination			Remarks by Doctor
	Ist Date:	2nd Date:	3rd Date:	
1. General health				
2. Skin				
3. Weight				
4. Blood pressure				
5. Respiration rate				
6. Pulse rate				
7. Vision				
8. Teeth				
9. Urine test				
10. Hb%				
11. Stool test				
12. Immunization status				
13. Other				
Date	Findings and Recommendations			

(If more space is needed, use the back of the sheet.)

STUDENT INFORMATION SHEET

Student's Name _____ D/S/O _____ AGE _____
 Mother's Profession _____
 Father's Profession _____
 Present home address _____
 Mother's or Father's office address _____
 Person to call in case of emergency (other than
 parents) _____
 Name _____
 Address _____ Phone No. _____
 May be contacted by _____
 Religion _____ Sect _____ ID Card No. _____

School/College	D A T E S		Subject
	To	From	

Work experience (In-service)

Organization and Location	D A T E S		Title or type of experience
	To	From	

STUDENT MAY STAY OVERNIGHT WITH THE FOLLOWING FAMILY

Name: _____
 Address: _____

I allow my daughter to travel
 alone during leave periods: _____

The following people are allowed to visit her in the
 hostel during visiting hours.

<u>NAME</u>	<u>RELATIONSHIP</u>	<u>ADDRESS</u>

SURETY BOND FORM

KNOW ALL MEN BY THESE PRESENTS

That Mr/Mrs/Miss—————(hereinafter called the Obliger) S/D/o—————(hereinafter called the Guarantors), resident of—————, do hereby bind ourselves jointly and severally each of us, our heirs, executors, administrator and representative to pay on the terms and conditions hereinafter mentioned, to the Governor of the Punjab (hereinafter called the Government) acting through entire amount of stipend and also the amount of penalty as prescribed by the Government and if the payment is made in a country other than Pakistan, the equivalent of the said sum in the currency of country concerned converted at the official rate of exchange between that country and Pakistan:

WHEREAS the Government has offered a Health Technician Course to the Obliger at the Health Technician Training Centre.

AND WHEREAS the Obliger has accepted the offer for the said course at the terms and conditions hereinafter set forth.

AND WHEREAS the Guarantors jointly and severally bind themselves that the Obliger shall meet all his/her obligations under this bond and in case she/he fails to do so, the Guarantors shall indemnify and pay to the Government entire amount of stipend and also amount of penalty as prescribed by the Government.

NOW THEREFORE, THIS SURETY BOND IS WITNESSED on this—— day of ————— at —————as under:

1. That the Government shall arrange the admission of the Obliger in the institution.
2. That the Obliger shall study in the institution for a period of one and a half years with effect from ————— and within the said period shall qualify in all matters relating to the Health Technician Course (hereinafter referred to as the examination) for appointment as Health Technician.
3. That if the Obliger fails to pass the examination within the stipulated period, she/he shall be responsible to pass the same in the next session of the Institution at his/her own expense.
4. That the Obliger after passing the examination shall, if required to do so, serve the Government Local

Bodies/Private Organizations approved by the Government with the permission of Government as Health Technician in scale of pay prescribed for the post by the Government from time to time for a period of at least three years.

5. That the Obliger shall ordinarily be required to serve in the District/Divisional/Punjab Province from which she/he was selected for the said course in the Institution. Provided that his/her services are not required in the said areas, he/she may be required to serve at any place in the province of the Punjab.
6. That the Obliger shall be granted a credential in token of passing the examination only after she/he puts in three years continuous service with the Government, failing which the credential will be granted on the payment of entire amount of stipend and also the Rs.5000 penalty as prescribed by the Government and only spent by the Government on his/her said course. In case Obliger is not offered any post within six months by the Government, she/he will be entitled to receive the credential and will be free to serve anywhere, in the province/country/abroad.
7. That during the period of service, the Obliger shall do all acts and discharge all duties which may be required of him/her in his/her capacity as Health Technician diligently and efficiently, and shall faithfully observe the rules and regulations governing his/her appointment.
8. That if Obliger fails to perform his/her obligation under this bond or is dismissed on account of misconduct during the aforesaid period she/he shall pay to the Government the entire amount of stipend and also the amount of penalty as prescribed by the Government.
9. If the Obliger shall complete the course successfully and pass the examination, thereafter, if so required by the Government, she/he shall serve as Health Technician diligently and efficiently.
10. If the Obliger, on account of leaving the Institution or discontinuing his/her studies, becomes liable to refund to the Government his/her course in the institution and fails to pay to Government on demand, the Guarantor shall well and truly indemnify the Government and pay the said amount.
11. That the stamp on the bond shall be borne by the Government.

12. In case any dispute or difference of opinion in respect of this bond or any matter relating to this bond arises amongst the parties, the same shall be referred under the provision of the Arbitration Act, 1940 and any other law for the time being in force for arbitration to the Director of Health Services, Punjab, whose decisions thereon shall be final and binding.

IN WITNESS WHEREOF

The parties have set their respective hands and seals on this bond on the day, month and year herein before written.

BY HAND ON BEHALF OF GOVERNMENT

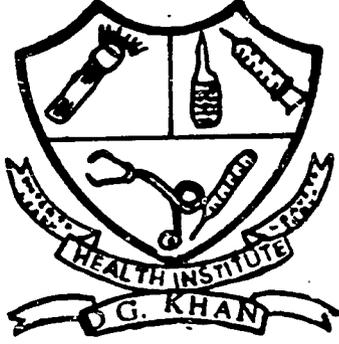
Guarantors 1. _____
2. _____

Witnesses 1. _____
2. _____

N.B. The bond is to be attested by a 1st Class Magistrate.

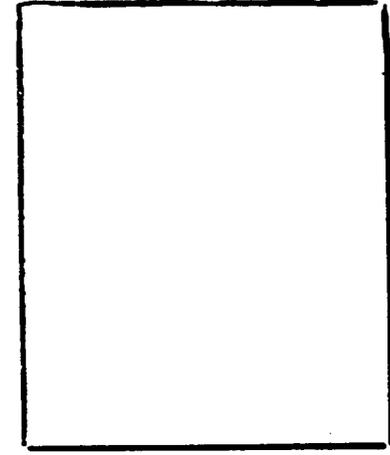
شناخت نامہ

طالب علم



ہیلتھ ٹکنیشن انسٹی ٹیوٹ

ذہرہ غازی خان



دستخط مع مہر پرنسپل/سربراہ/السر مجاز

09

طالب علموں کے لیے رعایت

۱- اومنی بس میں تعلیمی اداروں آنے والے کے لیے رعایتی کارڈ دکھانے پر طلباء و طالبات سے یکطرفہ کرایہ، بچوں سے لیا جائے گا۔

۲- سرکاری اور نجی بسوں میں بین الاضلاسی سفر کے لیے عام شرح کا نصف کرایہ وصول کیا جائے گا۔ یہ رعایت تمام دنوں کے تمام اوقات کے لیے ہے۔

۳- کسی طالب علم کو اس کی نشست سے اٹھایا نہیں جائے گا۔

۴- کسی طالب علم کو رعایات کے متعلق شکایت ہو تو وہ ضلعی مجسٹریٹ (ضلع کچھری) میں رجوع کریں۔

دستخط مع مہر نمائندہ
پنجاب روڈ ٹرانسپورٹ بورڈ

دستخط مع مہر نمائندہ
روڈ ٹرانسپورٹ فیڈریشن

نمبر شمارہ..... 138 تاریخ.....

ہیلتھ ٹکنیشن انسٹی ٹیوٹ
ذہرہ غازی خان

تصدیق کی جاتی ہے کہ

بسمی/سماءہ.....

ولد.....

انسٹی ٹیوٹ ہذا کا طالب علم/طالبہ ہے

کلاس.....

سیکشن..... رول نمبر.....

مستقل پتہ.....

.....

یہ کارڈ تک کارآمد ہے

STUDENT DISCOUNT FARE CARD

CHAPTER 4

ACADEMIC INFORMATION

This chapter consists of eight sections. In Section 1, the 20 chapters of the Health Technicians Training Guide are listed by title. In Section 2, a Tutor's Work Plan for each of the three books is given. Section 3 contains suggested teaching/learning activities and learning activities records for each of the 20 chapters. Section 4 consists of a table which provides possible sites for learning of practical skills for each chapter. Section 5 contains three sample rotation plans for placement of students, and Section 6 provides two sample supervisory plans for the teaching staff. Section 7 describes the examination and records of student performance, and Section 8 gives information and examples of other records to be maintained at the Training Centre.

SECTION 1: THE CURRICULUM

HEALTH TECHNICIANS TRAINING GUIDE BY CHAPTER

1. Introduction to Primary Health Care.
2. The Problem Solving Approach.
3. Health Education: Communication in Health Work.
4. Anatomy and Physiology.
5. Health of the Family.
6. Health of the Mother: Antenatal Care.
7. Health of the Mother: Labour, Delivery, and the Postpartum Period.
8. Complications of Pregnancy, Labour, Delivery, and the Postpartum Period.
9. Health of the Newborn and Infant.
10. Health During Early Childhood.
11. Common Problems of Newborns, Infants, and Children.
12. The Health Technician's Role in Family Planning.
13. The Health Technician's Role in the Expanded Programme of Immunization.

14. Environmental Health.
15. The Health Technician's Role in the Management of Common Conditions.
16. The Health Technician's Role in the Control of Communicable Diseases.
17. The Health Technician's Activities in Providing First Aid Services.
18. The Role of Health Technicians in the Utilization of Drugs.
19. Health Data and Statistics.
20. The Health Technician's Role in Referrals and in the Repair and Maintenance of the Health Facility.

SECTION 2: IMPLEMENTATION OF THE CURRICULUM

The curriculum is taught in three semesters. Most of the first semester is spent in the classroom covering the theory (T) of all three books and observing practical procedures (P). The second semester is devoted to learning practical skills under supervision. During the final semester the students are expected to spend more time in clinical areas practising the procedures as well as revising the theory.

Distribution of class hours and possible sites for clinical practice during the three semesters are given in Tables 1-3.

TABLE 1 - TUTOR'S WORK PLAN

CHAPTERS 1 THOUGH 5

Chapter/Topic	Time in hours							Venue of Experience	Person Responsible	Support and other material
	1st Sem		2nd Sem		3rd em		TOTAL			
	P	T	P	T	P	T				
1. Introduction to Primary Health Care	20	30	28	12	30	10	150	RHC BHU School Home visit	PTO and Tutor Training Specialist	Kit
2. The Problem Solving Approach	12	20	30	12	34	12	120	Classroom Hostel Community	PTO and Tutor Training Specialist	-
3. Health Education: Communication in Health Work	10	20	18	12	18	12	90	Outpatient Department RHC/BHU Community	PTO and Tutor Health Techni- cian Training Specialist	Health education material
4. Anatomy and Physiology	10	30	4	6	4	6	60	Classroom RHC/BHU	PTO and Tutor	-
5. Health of the Family	10	25	35	12	36	12	130	Community Home visits	PTO and Tutor Health Techni- cian Training Specialist Medical Officer	-
							550			

TABLE 2 - TUTOR'S WORK PLAN

CHAPTERS 6 THROUGH 12

Chapter/Topic	Time in hours						Venue of Experience	Person Responsible	Support and other material	
	1st Sem		2nd Sem		3rd Sem					TOTAL
	P	T	P	T	P	T				
6. Health of the Mother: Antenatal Care	10	40	23	12	23	12	120	Outdoor (female) Home visits	Lady Medical Officer Lady Health Visitor Female Health Technician	-
7. Health of the Mother: Labour, Delivery, and the Postpartum Period	5	40	26	12	25	12	120	Maternity Ward Home visits	Lady Health Visitor Nurses Medical Officer	Type II LHV kit
8. Complications of Pregnancy, Labour, Delivery, and the Postpartum Period	0	40	26	12	30	12	120	Outdoor Maternity Ward Home visits	Lady Medical Officer	Kit
9. Health of the Newborn and Infant	5	30	21	12	20	12	100	Ob/Gyn Ward Labour Room Home visits	Pediatrician Lady Medical Officer	Kit, Scale
10. Health During Early Childhood	10	30	30	12	26	12	120	Outdoor Labour Room Home visits	Lady Health Visitor Senior Health Technician	Scale/Kit Arm band
11. Common Problems of Newborns, Infants, and Children	5	30	30	12	36	12	125	Pediatric Ward RHC/BHU Home visits	Pediatrician Nurses Medical Officer Senior Health Technician	Kit
12. The Health Technician's Role in Family Planning	5	20	21	12	20	12	90			F.P. Kit
							795			

TABLE 3 - TUTOR'S WORK PLAN

CHAPTERS 13 THROUGH 20

Chapter/Topic	Time in hours							Venue of Experience	Person Responsible	Support and other material
	1st Sem		2nd Sem		3rd Sem		TOTAL			
	P	T	P	T	P	T				
13. The Health Technician's Role in the Expanded Programme of Immunization	5	40	16	12	15	12	100	Static and Mobile Center	C.D.D. Supervisor Vaccinator PTO and Tutor	
14. Environmental Health	10	30	50	12	46	12	160	RHC/BHU School Community	PTO and Tutor Physical Health Engineer	
15. The Health Technician's Role in the Management of Common Conditions	5	25	36	12	30	12	120	Hospitals RHC Home visits	PTO and Tutor Medical Officer	Drugs and access to special programmes
16. The Health Technician's Role in the Control of Communicable Diseases	10	20	25	12	21	12	100	Hospital RHC/BHU Community	PTO and Tutor Medical Officer Incharge	Kit
17. The Health Technician's Activities in Providing First Aid Services	0	25	31	12	40	23	131	Home visits RHC/BHU	PTO and Tutor	
18. The Health Technician's Role in the Utilization of Drugs	5	30	14	18	15	18	100	Hospital RHC/BHU Home visits	PTO and Tutor	Drugs and related supplies
19. Health Data and Statistics	5	15	8	12	8	12	60	RHC/BHU	PTO and Tutor Management Analyst	Plenty of forms
20. The Health Technician's Role in Referrals and in the Repair and Maintenance of the Health Facility	5	15	8	12	8	12	60	RHC/BHU Community	PTO and Tutor Management Analyst and Training Specialist.	
							831			

SECTION 3: SUGGESTED TEACHING/LEARNING ACTIVITIES
BY CHAPTER

CHAPTER 1

Suggested teaching/learning activities:

1. Spend one week at either a RHC or a BHU with the health team. After completion of the course you will be placed with one of these teams. Therefore, you need to become familiar with these centres and the activities of each team member.
2. Keep a diary on your observations at the RHC or BHU during your stay and include some or all of the following:
 - Number and type of staff posted at the centre.
 - Total number of persons coming to the centre.
 - Reasons for their visits.
 - Services provided.
 - Your reaction to the centre, the people served, and the staff's attitudes and activities.
3. Use information from your diary for discussion in class.
4. Have a community leader come to class and lecture on the characteristics of his community.
5. Discuss his description/presentation in light of this chapter.
6. Draw a map of your own village or town's physical characteristics.
7. Identify the population characteristics of your own home community and determine its needs.
8. Visit the community, RHC, and BHU in your area.
9. Make a home visit with a teacher or supervisor.
10. Visit a school and describe its needs and resources.
11. Open the Health Technician kit and lay out all the contents on a table surface. Identify each item and its use.

LEARNING ACTIVITIES RECORD

Student's name _____

Date and supervisor's signature _____

CUSTOMS AND HABITS RELATING TO HEALTH MAINTENANCE

Describe activities from birth to death of 16 - 20 families. In each box write name of family from whom information was obtained. Teacher: Verify the student's written work and sign and date the form.

Student's name _____

Date and supervisor's signature _____

MAPS

Village 1	Village 2	Village 3

Make maps of your assigned villages. Tutors: assist the students in completing the maps. A minimum of three area maps must be completed or updated. Supervisor: Indicate on each box whether the map was new or updated; date and sign when map is satisfactorily completed.

LEARNING ACTIVITIES RECORD

Student's name _____

Date and supervisor's signature _____

Name the three 3 categories of leaders in your village(s):

IDENTIFYING VILLAGE LEADERS

Name of village				
Formal leader(s)				
Informal leader(s)				
Opinion leader(s)				

Student's name _____

Date and supervisor's signature _____

HOME VISITS

A minimum of 16 home visits must be completed. Give date and name of family visited.

CHAPTER 2

Suggested teaching/learning activities:

1. Based on your one-week stay in a RHC or BHU describe the services this centre provides.
2. How many of the eight elements of PHC are considered in the health services provided from the BHU or RHC?
3. Identify the existing needs and resources of your school.
4. Identify what additional resources are needed to supplement the existing resources of the school.
5. Identify your own needs and resources and make a plan of action for meeting these identified needs.

LEARNING ACTIVITIES RECORD

Student's name _____

Date and supervisor's signature _____

PROBLEM SOLVING

A minimum of 20 case studies utilizing the problem-solving approach is required for all students. Give name of patient involved in case study and date.

CHAPTER 3

Suggested teaching/learning activities:

1. Plan and conduct one health education class for your friends on:
 - Cleanliness in hostel living.
 - Students' responsibilities in hostel and classroom maintenance.
 - Ways to eat better in your mess, within your budget.
 - Importance of developing health-promoting habits.
 - Responsibility of women to eat well to safeguard the welfare of future generations.
 - A topic of your choice.
2. Plan and conduct a health education session for the Tutors and Programme Training Officers.
3. Develop a health education slogan for this chapter.
4. Plan and conduct a minimum of 20 health education sessions and keep records of them.

LEARNING ACTIVITIES RECORD

Student's Name _____

RECORD OF 20 HEALTH EDUCATION SESSIONS

No.	Date	Place	No. of participants	Subject	Teaching Aids Used	Remarks	PTO/Tutor Signature
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							

CHAPTER 4

Suggested teaching/learning activities:

1. Identify the major organs of each system using a chart.
2. Identify the major parts of various organs.
3. Using a chart or model, describe what happens in each of the following systems and trace its course:
 - respiratory system
 - circulatory system
 - digestive system
 - urinary system
4. Do a health examination on each other in the classroom and in the hostel.

LEARNING ACTIVITIES RECORD

Student's name _____

HEALTH EXAMINATIONS

Conduct 20 health examinations (five of these can be on your classmates). In each box put the date of the health examination and name of person examined.

CHAPTER 5

Suggested teaching/learning activities:

1. Conduct at least three nutritional assessments on each of the following, utilizing the "Four Day Diet Recall."
 - An infant.
 - A preschooler.
 - A woman of child-bearing age.
 - A pregnant woman.
 - A lactating woman.
 - An individual over 50 years of age.
2. Conduct an assessment of the environment in and around five homes.
3. Determine the immunization status of one person in three families.
4. Develop skills in home visiting by role playing.
5. Develop a menu for a balanced diet for a week for yourself.

LEARNING ACTIVITIES RECORD

Student's name _____

ENVIRONMENTAL ASSESSMENT

No.	Name and address of family	Teacher's signature
1.		
2.		
3.		
4.		
5.		

LEARNING ACTIVITIES RECORD

Student's name _____

NUTRITIONAL ASSESSMENT

subject	Name and address	Name and address	Name and address	Name and address	Teacher's signature
Infant					
Pre-schooler					
Child-bearing-age woman					
Pregnant woman					
Lactating woman					
Person over 50					

LEARNING ACTIVITIES RECORD

Student's name _____

IMMUNIZATION STATUS

Subject	Status	Teacher's signature
Family 1		
Family 2		
Family 3		

CHAPTER 6

Suggested teaching/learning activities:

1. Male Health Technicians should attend antenatal clinic and conduct health education classes on nutrition and tetanus toxoid immunization whenever possible.
2. Female Health Technicians should complete the following antenatal exercises and have the teaching staff verify their work.
 - 25 histories and health examinations.
 - 20 abdominal examinations.
 - 20 nutritional and hygiene advice sessions.
 - 20 minor-discomfort counseling sessions.
 - 5 health education classes for groups of expectant mothers.

CHAPTER 7

Suggested teaching/learning activities:

1. Prepare 15 to 20 women in labour for delivery. Assist and observe with the first five deliveries, conduct the second five under supervision and the last 5 to 10 independently.
2. When attending women in labour, do the following:
 - Prepare the room for labour and delivery.
 - Write down the labour history and record significant information on mother's and baby's condition including:
 - . blood pressure, pulse, respiration
 - . foetal heart rate
 - . length and frequency of contractions and other signs of labour
 - . birth of the baby and expulsion of the placenta
 - . bleeding and condition of the perineum (any tear)
 - . examination of the placenta
 - Massage the fundus of the uterus and describe any discharge of blood and clots.
 - Cleanse the mother, put on a sanitary pad, and make her comfortable.
 - Give immediate care to the baby and help the mother to breast-feed (refer to the section on care of the newborn).
 - Give the mother a nutritious drink.
 - Help the mother to void.
 - Help the family meet the needs of the mother and baby.
3. Follow 15 to 20 new mothers in the postpartum period and provide postnatal care in their own homes. Include the following:
 - Assessment of mother's general status.
 - Assessment of breasts, uterus, and lochea.
 - Assessment of nutritional and personal hygiene needs.
 - Recording of assessment.
 - Plans to meet identified needs.
 - Involvement of family members in meeting new mother's needs.
 - Recording progress notes.
 - Referring new mother for six-week postpartum checkup.
 - Discussion of child spacing.

4. Conduct health education classes at the RHC or BHU on the following topics:

- Nutrition for lactating women.
- Breast-feeding and weaning foods.
- Child spacing.
- Immunization of children.
- Growth monitoring and nutrition of children.

LEARNING ACTIVITIES RECORD

Student's name _____

15 to 20 LABOUR AND DELIVERY CASES

O - Observed; S - Supervised; I - Conducted independently.

Student's name _____

15 to 20 POSTPARTUM CARE CASES

LEARNING ACTIVITIES RECORD

Student's name _____

HEALTH EDUCATION CLASSES

CHAPTER 8

Suggested teaching/learning activities:

1. Visit 20 women who have experienced some kind of problem during pregnancy, labour, delivery, or the postpartum period.
2. Make a ten-minute presentation and describe the clinical picture of one of the pregnancy complications listed below and the Health Technician's responsibility in preventing or minimizing the complication:
 - Severe anaemia.
 - Ectopic pregnancy.
 - Septic abortion.
 - Pre-eclampsia and eclampsia.
 - Foetal death.
 - Bleeding early in pregnancy.
 - Bleeding late in pregnancy.

LEARNING ACTIVITIES RECORD

Student's name _____

Case No.	Date seen	Name of woman	Type of problem	Remarks
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

CHAPTER 9

Suggested teaching/learning activities:

1. Conduct and record 10 newborn examinations including:
 - Head to toe examination.
 - Taking pulse and respiration.
 - Measuring length, weight, and head and chest circumference.
2. Provide immediate newborn care including:
 - Treatment of aspirated mucous if indicated.
 - Cutting and caring for the cord.
 - Keeping the baby warm.
 - Breast-feeding.
3. Provide care for 10 infants (newborn to 1 year of age) including:
 - Care of the cord.
 - Bathing.
 - Breast-feeding.
 - Immunization.
 - Weaning foods.
4. Conduct five health education classes that are 10 to 20 minutes long on:
 - Breast-feeding and nutrition.
 - Health and hygiene.
 - Immunization.
 - Importance of playing with and talking to babies.

LEARNING ACTIVITIES RECORD

Student's name _____

NEWBORN EXAMINATION AND CARE

	Newborn	Infant
Examination		
Care		

Student's name _____

HEALTH EDUCATION

CHAPTER 10

Suggested teaching/learning activities:

1. Complete a growth chart and arm-band reading on 10 to 15 children over a 6 to 12-month period.
2. Conduct 2 to 3 health education sessions for mothers on each of the following topics:
 - Use of locally available foods in meeting the nutritional needs of children.
 - Helping children develop good personal hygiene habits and grooming.
 - Helping children develop socially acceptable behaviour.
 - Helping children learn the proper use of language.
 - Helping children become independent.

LEARNING ACTIVITIES RECORD

Student's name _____

GROWTH CHART AND ARM BAND READINGS

Child's Name	Growth Chart	Arm Band

LEARNING ACTIVITIES RECORD

Student's name _____

HEALTH EDUCATION SESSIONS

Nutrition			
Personal hygiene			
Socially acceptable behaviour			
Language			
Independence			

CHAPTER 11

Suggested teaching/learning activities:

Describe and manage the problems common to newborns and infants and children.

LEARNING ACTIVITIES RECORD

Student's name _____

PROBLEMS OF NEWBORNS AND CHILDREN

Problems	Newborns	Infants and children

Under each appropriate group write down the name of the child and the nature of the problem according to the outline in the chapter.

CHAPTER 12

Suggested teaching/learning activities:

1. Motivate 10 women to adopt a family planning method.
2. Follow up on 10 women who are using contraceptive methods of different kinds.

LEARNING ACTIVITIES RECORD

Student's name _____

FAMILY PLANNING

No.	Name of person motivated	Name of person on contraceptive
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

CHAPTER 13

Suggested teaching/learning activities:

1. When in the static centre of an RHC or District Headquarters Hospital, be responsible for maintaining records of refrigerator temperature using a thermometer twice a day for one week. Check the temperature of the refrigerator containing vaccines when you come on duty and when you leave.
2. Prepare and pack all material needed for a mobile immunization clinic (minimum of five sessions).
3. Help plan and conduct five mobile immunization clinics.
4. Give immunizations.
5. Help keep records of five immunization sessions.

LEARNING ACTIVITIES RECORD

Student's name _____

REFRIGERATOR TEMPERATURE

Temp. Reading	Date							
AM								
PM								

LEARNING ACTIVITIES RECORD

Student's name _____

MOBILE IMMUNIZATION CLINIC

	Date and place				
Preparing and packing for an immunization session					
Conducting an immunization session					
Keeping a record of an immunization session					

Student's name _____

RECORD OF IMMUNIZATIONS GIVEN

Polio										
BCG										
DPT										
TT										
Measles										

CHAPTER 14

Suggested teaching/learning activities:

1. Help the RHC, BHU, and school staff set up a drinking water supply system in each facility.
2. Help schools with the construction of appropriate latrines for students and staff.
3. Assist the RHC/BHU staff with the construction of latrines for visitors to use.
4. Assist the RHC/BHU staff in assessing the need for an adequate disposal system for dry and wet refuse and help with its construction.

LEARNING ACTIVITIES RECORD

Student's name _____

ENVIRONMENTAL HEALTH

Facility	Drinking water supply	Latrine construction	Refuse disposal system
1.			
2.			
3.			
4.			
5.			
6.			

Write down the name of the facility where you helped establish a drinking water supply or a latrine or a refuse disposal system and tick the appropriate box.

CHAPTER 15

Suggested teaching/learning activities:

When you are on your hospital rotation, make sure you are assigned to take care of some individuals who have the common conditions covered in this chapter. Keep a record such as the one below:

No.	Type of Condition	Health Technician's Activity
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

CHAPTER 16

Suggested teaching/learning activities:

During your hospital rotation, ask to take care of people who have communicable diseases and keep a record such as the one below:

No.	Type of Condition	Treatment Prescribed	Health Technician's Activity
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CHAPTER 18

Suggested teaching/learning activities:

1. Measure your own teaspoon, cup, and tablespoon and determine their capacity.
2. Find a cup, teaspoon, and tablespoon in your own home that have the same capacity as the standard ones in your kit.
3. Boil syringes and needles in preparation for giving injections 10 times under supervision.
4. Give 10 injections:
 - Intradermally
 - Subcutaneously
 - Intramuscularly
5. Whenever a case comes requiring the administration of medicine by a route other than the mouth or injection, request that you administer it under supervision until the techniques are mastered.

LEARNING ACTIVITIES RECORD

Student's name _____

INJECTIONS

No.	Date injection equipment/ boiled	Name of person and injection site		
		Intrader- mal	Subcuta- neous	Intramus- cular
1.				
2.				
3.				
.				
.				
.				
.				
.				
10.				

CHAPTER 19

Suggested teaching/learning activities:

1. Fill out all the records and registers in the BHU and RHC.
2. For every home visit make an entry in the family health record.
3. Fill out the daily activity report form for every day worked.

CHAPTER 20

Suggested teaching/learning activities:

1. Make three appropriate referrals for each category below and follow up on these cases.

Health			
Education or Welfare			
Other			

2. Either perform or supervise the cleaning and maintaining of:
 - The RHC/BHU.
 - Rubber and glass articles.
3. Develop a table consisting of 5 to 10 specific community resources in your assigned area and include:
 - Identifying information.
 - Who to contact.
 - How one can make use of this resource.
 - When the services are available.

SECTION 4: SUGGESTED LEARNING SITES

TABLE 4 - LEARNING SITES ACCORDING TO CHAPTERS

CHAPTERS	HT TRAINING CENTRE	SCHOOL	RHC	BHU	HOME VISIT	PAEDS	OUT PATIENT	GYNA OBS LABOR	SURGERY WARD	CASUALTY OR EMERGENCY	DISPENSARY	F.P CENTRE	KITCHEN
1 INTRODUCTION OF PHC	X	X	X	X	X	-	-	-	-	-	-	-	-
2 PROBLEM SOLVING	X	X	X	X	X	X	X	X	X	X	X	X	X
3 HEALTH EDUCATION	X	X	X	X	X	X	X	X	X	X	X	X	X
4 ANATOMY & PHYSIOLOGY	X	-	-	-	-	-	-	-	-	-	-	-	-
5 HEALTH OF FAMILY	-	-	-	-	X	-	-	-	-	-	-	-	-
6 HEALTH OF THE MOTHER ANTENATAL CARE	X	-	X	X	X	-	-	X	-	-	-	X	-
7 LABOUR, DELIVERY, AND POSTPARTUM	-	-	X	X	X	-	-	X	-	-	-	-	-
8 COMPLICATIONS OF PREGNANCY THROUGH POSTPARTUM	-	-	X	X	X	-	-	X	-	-	-	-	-
9 HEALTH OF THE NEWBORN AND CHILDREN	X	-	X	X	X	X	-	-	-	-	-	-	-
10 HEALTH IN EARLY CHILDHOOD	X	-	X	X	X	X	X	-	-	-	-	-	-
11 COMMON PROBLEMS OF CHILDHOOD	X	X	X	X	X	X	X	-	X	X	-	-	-
12 FAMILY PLANNING	X	-	X	X	X	-	-	X	-	-	-	X	-
13 E.P.I.	X	X	X	X	X	X	X	X	X	X	-	X	-
14 ENVIRONMENTAL HEALTH	X	X	X	X	X	X	X	X	X	X	X	X	X
15 COMMON CONDITIONS	X	X	X	X	X	X	X	X	X	-	-	X	-
16 COMMUNICABLE DISEASES	X	X	X	X	X	X	-	-	-	X	-	X	-
17 FIRST AID	X	X	X	X	X	-	-	-	-	X	-	X	X
18 UTILIZATION OF DRUGS	-	-	X	X	-	-	-	-	-	-	-	X	X
19 HEALTH DATA	X	X	X	X	X	X	X	X	X	X	-	X	X
20 REFERRALS, REPAIR AND MAINTENANCE	X	X	X	X	X	-	-	-	-	-	-	X	X

SECTION 5: STUDENT ROTATION PLANS

TABLES 5, 6 and 7 provide sample rotation plans for students learning practical skills. The students should be divided into small groups - with no more than four in a group - and placed at a different work site each month. It is essential that the staff at the sites supervise the students on a day-to-day basis.

TABLE 5 - SAMPLE ROTATION PLAN FOR FEMALE HEALTH TECHNICIAN STUDENTS IN QUETTA

NAME OF STUDENT	GROUP NO.	DEC 88	JAN 89	FEB 89	MAR 89	APR 89	MAY 89	JUN 89	JUL 89	AUG 89	SEP 89	OCT 89
NAZIA SULTANA SHAH ZEHRAN	I	CIVIL HOSPITAL MED. WARD	CIVIL HOSPITAL GYN&O P.O. F.P.	ATUB MEMORIAL HOSP.	CIVIL HOSP. PAEDS.		GENERAL HOSPITAL	CIVIL HOSP. CASUALTY L. ROOM	FISHIR D.H.	GULISTAN RHC	KARNALA BRU	M.C.H. PUBLIC H. SCHOOL
SHAINAZ KHATTAN	II	CIVIL HOSPITAL GYN&O P.O. F.P.	ATUB MEMORIAL HOSP.	CIVIL HOSP. PAEDS.	GENERAL HOSP.		CIVIL HOSP. CASUALTY L. ROOM	FISHIR D.H.	GULISTAN RHC	KARNALA BRU	M.C.H. PUBLIC H. SCHOOL	CIVIL HOSP. MED. WARD
ZAHIDA FARAH DEENA	III	ATUB MEMORIAL HOSP.	CIVIL HOSP. PAEDS.	GENERAL HOSP.	CIVIL HOSP. CASUALTY L. ROOM		FISHIR D.H.	GULISTAN RHC	KARNALA BRU	M.C.H. PUBLIC H. SCHOOL	CIVIL HOSP. MED. WARD	CIVIL HOSP. GYN&O P.O. F.P.
NILOOBS INSHARA	IV	CIVIL HOSP. PAEDS.	GENERAL HOSP.	CIVIL HOSP. CASUALTY L. ROOM	FISHIR D.H.		GULISTAN RHC	KARNALA BRU	M.C.H. PUBLIC H. SCHOOL	CIVIL HOSP. MED. WARD	CIVIL HOSP. GYN&O P.O. F.P.	ATUB MEMORIAL HOSP.
FARZANA SAJIA	V	GENERAL HOSP.	CIVIL HOSP. CASUALTY L. ROOM	FISHIR D.H.	GULISTAN RHC	R B	KARNALA BRU	M.C.H. PUBLIC H. SCHOOL	CIVIL HOSP. MED. WARD	CIVIL HOSP. GYN&O P.O. F.P.	ATUB MEMORIAL HOSP.	CIVIL HOSP. PAEDS.
MASRUF MASFANA	VI	CIVIL HOSP. CASUALTY	FISHIR D.H.	GULISTAN RHC	KARNALA BRU	V E	M.C.H. PUBLIC H. SCHOOL	CIVIL HOSP. MED. WARD	CIVIL HOSP. GYN&O P.O. F.P.	ATUB MEMORIAL HOSP.	CIVIL HOSP. PAEDS.	GENERAL HOSP.
MUZIAT MEHREDA	VII	FISHIR D.H.	GULISTAN RHC	KARNALA BRU	M.C.H. PUBLIC H. SCHOOL	I O	CIVIL HOSP. MED. WARD	ATUB MEMORIAL HOSP.	CIVIL HOSP. PAEDS.	GENERAL HOSP.	CIVIL HOSP. CASUALTY	FISHIR D.H.
KHALIDA NAZIA TANMATH	VIII	GULISTAN RHC	KARNALA BRU	M.C.H. PUBLIC H. SCHOOL	CIVIL HOSP. MED. WARD		CIVIL HOSP. GYN&O P.O. F.P.	ATUB MEMORIAL HOSP.	CIVIL HOSP. PAEDS.	GENERAL HOSP.	CIVIL HOSP. CASUALTY L. ROOM	FISHIR D.H.
KULSHEK FARAH DEENA ARHTAR	IX	KARNALA BRU	M.C.H. PUBLIC H. SCHOOL	CIVIL HOSP. MED. WARD	CIVIL HOSP. GYN&O P.O. F.P.		ATUB MEMORIAL HOSP.	CIVIL HOSP. PAEDS.	GENERAL HOSP.	CIVIL HOSP. CASUALTY L. ROOM	FISHIR D.H.	GULISTAN RHC
NAJMA INSHARA	X	M.C.H. PUBLIC H. SCHOOL	CIVIL HOSP. MED. WARD	CIVIL HOSP. GYN&O P.O. F.P.	ATUB MEMORIAL HOSP.		CIVIL HOSP. PAEDS.	GENERAL HOSP.	CIVIL HOSP. CASUALTY L. ROOM	FISHIR D.H.	GULISTAN RHC	KARNALA BRU

TABLE 6 - SAMPLE ROTATION PLAN FOR MALE HEALTH TECHNICIAN STUDENTS IN QUETTA

MONTH	BIU JALRAWI DISTT. KACHEE	BIU MUSHF DISTT. KACHEE	BIU SOHATPUR DISTT. MASIRABAD	BIU ADAMPUR DISTT. MASIRABAD	BIU NAUSAR DISTT. QUETTA	BIU BOSTAN DISTT. PISIN
JAN. 1989	M. IRFAN A. QADIR	M. TARIQ M. ARSHAD MAJMOOD	M. MURAD FAHAL MOHAMMAD	A. GHAFFAR M. AMIN	A. GHAFUOR MOHSIN ALI	MANZOOR BUX MURASH DASS
FEB. 1989	M. TARIQ ARSHAD MAJMOOD	M. IRFAN A. QADIR	A. GHAFFAR M. AMIN	M. MURAD FAHAL MOHAMMAD	MANZOOR BUX MURASH DASS	A. GHAFUOR MOHSIN ALI
			MARCH	REVISION		
APR. 1989	CASUALTY CIVIL HOSPITAL MORNING	EVENING	PAEDIATRIC WARD CIVIL HOSPITAL QUETTA (A)	PAEDIATRIC WARD CIVIL HOSPITAL QUETTA (C)	MEDICAL WARD CIVIL HOSPITAL UNIT (II)	CHEST WARD CHEST DISEASE HOSPITAL BREWERY QUETTA
	SHAMSUDDIN AMIR MOHAMMAD	AKBAR KHAN SHERAZ KHAN	HAJ AKBAR ASAD KHAN	HABIDULLAH BALUCH KHAN	M. HASHIM M. YASIN	AMIRULLAH ABDUL SAHIR
MAY. 1989	MORNING	EVENING	FEDS WARD (A)	FEDS WARD (C)	MEDICAL WARD (UNIT II)	CHEST WARD
	MOHAMMAD HASHIM M. YASIN	AMIR ULLAH A. SAHIR	SHAMSUDDIN AMIR MOHAMMAD	AKBAR KHAN M. ASAM	HABID ULLAH BALUCH KHAN	M. AKBAR SABID KHAN
			P E V I S I O N			

**TABLE 7 - SAMPLE ROTATION PLAN FOR FEMALE HEALTH TECHNICIAN
STUDENTS, PESHAWAR**

Name of student	Nov-Dec	Dec-Jan	Jan-Feb	Feb-Mar	Mar-Apr	Apr-May	May-June	Remarks
GROUP I SERVAT Usma Rukhsana Parveen Begum Fausia Yasmin	Khyber hospital Maternity	Khyber hospital Pediatrics	Maternity hospital	Lady Reading Hospital	RBC	BFU	Combined hospitals	
GROUP II REJ DANIRI Azra Gula-Nasreen Maryam Abida Shaheen	Khyber hospital Pediatrics	Maternity hospital	Lady Reading hospital	RBC	BFU	Combined hospitals	Khyber hospital Maternity	
GROUP III RI'WANA Fausia Sultana Khatoon Fareeda Parveen Akhtar	Maternity hospital	Lady Reading hospital	RBC	BFU	Combined hospitals	Khyber hospital Maternity	Khyber hospital Pediatrics	
GROUP IV HAQOONI Khurshood Rosar Nighat Abida Bibi	Lady Reading Hospital	RBC	BFU	Combined hospitals	Khyber hospital maternity	Khyber hospital Pediatrics	Maternity hospital	
GROUP V IHSAT Ismat Mafsoosa Naseer Sajida Ayub	RBC	BFU	Combined hospitals	Khyber hospital Maternity	Khyber hospital Pediatrics	Maternity hospital	Lady Reading hospital	
GROUP VI SIN MOON Burrat Rameela Gul Qurat-ul-Ain Roshan	BFU	Combined hospitals	Khyber hospital Maternity	Khyber hospital Pediatrics	Maternity hospital	Lady Reading hospital	RBC	
GROUP VII CHAUD JAVID Rabeela Sahiba Yaseen Rubeen Naz Dilshad	Combined hospitals	Khyber hospital Maternity	Khyber hospital Pediatrics	Maternity hospital	Lady Reading Hospital	RBC	BFU	Combined experience including Mission Hosp 1 week, Children's Infectious Diseases Hosp one week, RTI 1 week, TB Clinic 1 wk

SECTION 6: SUPERVISORY PLANS FOR TEACHING STAFF

TABLE 8 - SAMPLE SUPERVISORY PLAN FOR
TUTORS FOR THE MONTH OF JANUARY 1989
QUETTA

DATE	MR. ABDUL HANIF (TUTOR)	MR. JAMIL AHMED KHAN (TUTOR)	DR. ABDUL REHMAN (PROGRAM TRAINING OFFICER)
1	CHEST WARD	PEDS WARD	MEDICAL WARD
2	PEDS WARD	CHEST WARD	CASUALTY
3	MEDICAL WARD	CASUALTY	CHEST WARD
4	CASUALTY	PEDS WARD	MEDICAL WARD
5	CHEST WARD	MEDICAL WARD	KACHHI DISTRICT
6	FRIDAY	FRIDAY	FRIDAY
7	PEDS WARD	CHEST WARD	NASIRABAD
8	CASUALTY WARD	MEDICAL WARD	NASIRABAD
9	CHEST WARD	PEDS	CASUALTY
10	MEDICAL	CASUALTY	CHEST WARD
11	CHEST WARD	MEDICAL	CASUALTY
12	PEDS WARD	CASUALTY	CASUALTY
13	FRIDAY	FRIDAY	FRIDAY
14	PEDS	NASIRABAD	MEDICAL WARD
15	CASUALTY	NASIRABAD	PEDS WARD
16	MEDICAL WARD	KACHHI	CHEST WARD
17	CHEST WARD	BOSTAN	CASUALTY
18	MEDICAL WARD	CASUALTY	PEDS WARD
19	CASUALTY	PEDS WARD	CHEST WARD
20	FRIDAY	FRIDAY	FRIDAY
21	KACHHI DISTRICT	MEDICAL WARD	CASUALTY
22	NASIRABAD DISTRICT	CHEST WARD	CASUALTY
23	NASIRABAD DISTRICT	CASUALTY	MEDICAL WARD
24	BOSTAN	PEDS WARD	CHEST WARD
25	CASUALTY	PEDS WARD	MEDICAL WARD
26	CHEST WARD	CASUALTY	PEDS
27	FRIDAY	FRIDAY	FRIDAY
28	PEDS WARD	MEDICAL WARD	CASUALTY
29	MEDICAL WARD	CHEST WARD	PEDS
30	CASUALTY	PEDS WARD	MEDICAL WARD
31	PEDS	CASUALTY	MEDICAL WARD

Table 9 provides a practical plan for the teaching staff to supervise the students at their work sites. Because of the budget for petrol and travel allowances and because of the distances needing to be covered, it is not possible for the teaching staff to provide day-to-day supervision at the work sites. Therefore, the facility staff must be oriented to assisting the teaching staff in providing this day-to-day supervision.

TABLE 9 - SAMPLE SUPERVISORY PLAN FOR HEALTH TECHNICIANS TRAINING CENTRE

DATE	DAY	CIVIL HOSP. Gyn.OPD	CIVIL HOSP. Midwife	CIVIL HOSP. Ped.	PHS NCE CENTRE	ATUB MED. HOSP.	GEN HOSP.	CIVIL HOSP. Casualty	FISHIM DHO HOSP.	RACCHI LEU	GULISTAN RHC
1	SUN	F.PLANNING									
2	MON	DR. GHUSALA	DR. GHUSALA	SHAIFFA				SHAIFFA	MS. NASIM NASEEM	MS. NASIM NASEEM	
3	TUES					WASEEM	DR.GHUSALA				
4	WED										
5	THURS										
6	FRI										
7	SAT										SHAIFFA
8	SUN	MS. NASIM	MS. NASIM	DR.GHUSALA	DR.GHUSALA			DR.GHUSALA			
9	MON										
10	TUES					SHAIFFA	NASIM				
11	WED								DR.GHUSALA	DR.GHUSALA	
12	THURS	MS. SHAIFFA	MS. SHAIFFA	MS. NASIM	MS. NASIM			MS. NASIM			
13	FRI										
14	SAT							MS. SHAIFFA			
15	SUN										NASEEM
16	MON										
17	TUES	DR. GHUSALA	DR. GHUSALA	SHAIFFA	SHAIFFA			SHAIFFA			
18	WED					GHUSALA					
19	THURS										
20	FRI										
21	SAT						DR.GHUSALA		SHAIFFA	SHAIFFA	
22	SUN										
23	MON										
24	TUES	NASEEM	NASEEM	DR.GHUSALA	DR.GHUSALA			DR.GHUSALA			
25	WED										
26	THURS					NASEEM					
27	FRI										
28	SAT										
29	SUN	MS. SHAIFFA	MS. SHAIFFA	NASIM	NASIM						
30	MON						NASIM				

SECTION 7: EXAMINATION AND RECORDS OF STUDENT PERFORMANCE

EXAMINATION POLICY

On September 15, 1989, a meeting of the Secretaries of the Medical Faculty and the Primary Health Care Project Directors was held at the Basic Health Services Cell, Islamabad. Methods for conducting examinations were discussed and the following policies were decided on to be recommended to the four provinces:

1. General Provision - The previous training course for Medical Technicians has been revised and expanded. The revised curriculum focuses on the technician's role in meeting the health needs of individuals, families and the community with greater emphasis on outreach activities. Therefore, the designation of Medical Technician has been changed to Health Technician. The training period for all Health Technicians is 18 months. After completing the training and passing the Medical Faculty Examination, each student will be awarded a Health Technician credential.
2. Before sitting the Medical Faculty Examination, each candidate must successfully complete the internal evaluation as follows:

INTERNAL EVALUATION

Theory - Tests will be given at the end of each chapter, each book, and at the end of each semester. One week will be allowed for review at the end of each semester. (See Internal Assessment Record, pages 106.)

Test questions should be limited to the content in the book. They should be multiple-choice questions prepared by the teaching staff.

The test should be given in one of the three languages in which the course is taught - Urdu, Sindhi, or English. Candidates who fail a test may repeat each test once only, after an interval of two to four weeks. Those failing a second time will be dropped from the course.

The pass mark for theory is 60%.

Practical - By the end of each chapter a certain number of skills should have been learned by each student. The teaching staff should confirm that the students have learned these skills by writing the date when the procedure was learned and signing their names.

At the end of each semester, the Principal is to report on the status of each student's performance. This internal evaluation is sent to the Project Director.

EXTERNAL EVALUATION/MEDICAL FACULTY EXAMINATION

Before sitting the external examination administered provincially by Medical Faculty, a student must meet the following requirements:

- A minimum average score of 60% in the internal evaluation.
- 85% attendance in theory and practical sessions.
- Those who have an average of 60% marks, but less than 85% attendance, must make up the attendance in practical areas.

On completion of 18 months training, and two months prior to exams, the Project Director will forward to the Provincial Medical Faculty a list of teaching staff and a list of eligible candidates.

The Medical Faculty will appoint examiners for each Training Centre. These examiners may be Principals, PTOs, or Tutors with a minimum of one year's experience in teaching. The Medical Faculty will send the list of examiners to the Project Directors and will send the examiners the following information:

- There will be three theory papers, one for each book. Each paper will have two parts, each part carrying 50 marks. There will therefore be a total of 300 marks for theory.
- There will be multiple-choice and short-answer questions.
- Each theory paper will be three hours long. One day will be allowed for each twenty-five students to take their practical examination.
- The examination can be held in any of the three languages in which the course is taught (Urdu, Sindhi, or English).
- The venue of the examination will be one of the permanent Health Technician Training Centres.

- Each student will demonstrate at least two procedures for the practical examination, earning a maximum of 100 marks.
- The pass mark will be 50% of the total marks.
- The results will be announced within six weeks of the final examination.

CREDENTIAL

Health Technician students who complete the 18 months training successfully and pass the final examination will be eligible for a credential (see sample, page 104) certifying that they have completed training and passed the examination. Because all the trainees are required to serve a bond period, the credential will be issued by the Medical Faculty upon fulfilment of the bond.

HEALTH TECHNICIAN'S CREDENTIAL

No. No. _____ Roll No. _____

SIND STATE MEDICAL FACULTY



HEALTH TECHNICIAN'S CERTIFICATE

(N.B. This Certificate does not authorize the holder to Practice Western Medicine).

This is to Certify that _____

S/o _____ age _____ years has passed
the Health Technician's Examination held in _____ 19____
from Centre _____ and that he/she is a fit
person to be entrusted with the duties of Health Technicians.
He/She has completed theoretical and practical training for
1 1/2 years.

PHOTOGRAPH

Dated Karachi the _____
in the year One Thousand Nine Hundred _____

Marks of Identification.—

1. _____

2. _____

Signature of Holder _____ SECRETARY, Sind State Medical Faculty CHAIRMAN, Sind State Medical Faculty

This document was for Medical Technicians, Document for HTs will be replaced by the word "Health Technician" where ever the word Medical Technician Appears

INSTRUCTIONS FOR COMPLETING
INTERNAL ASSESSMENT RECORD

An Internal Assessment Record using an ordinary register is to be maintained for each centre. Prepare the register according to the sample given.

Write the roll number of each student as given in the roll call register. Enter the student's name and father's name.

Write the name of the chapter, beginning with Chapter 1 and ending with Chapter 20.

Date - In this column write the date and month of the written or practical test.

First attempt - In this column write the student's test score at the first attempt. A student who obtains at least 60% on the first attempt need not repeat the test.

Second attempt - A student scoring less than 60% will have to take the test again. Write the score for the second attempt in this column.

Practical work - Marks obtained during practical work are to be marked in this column.

SECTION 8: OTHER RECORDS TO BE MAINTAINED AT THE
TRAINING CENTRE

1. Daily Attendance Registers for staff and students (see pages 108-109).
2. Daily Activity Report for Teaching Staff (see pages 110-111).
3. Daily Diary for Teaching Staff (see pages 112-114).
4. Tutor's Monthly Calendar (see pages 115-116).
5. Monthly Status Report (see pages 118-121).
6. Students' personal files (see page 122).
7. Office files (see page 122).

DAILY ATTENDANCE REGISTER

The purpose of this register is to keep an up-to-date record of each student's attendance during training.

INSTRUCTIONS:

- Use the printed attendance registers provided for this purpose.
- Enter all names of students in the register.
- Take daily roll call immediately after prayers in the conference hall, when students are at the Training Centre.
- During the rotation phase, separate attendance registers should be provided to the various field supervisors. Collect the attendance information from these registers during your visits and record the information on the main daily attendance register.
- The serial number is the student's roll number for the entire training period. This should not be changed even if another student drops out. The number of the student who has dropped out should remain vacant or be given to a latecomer.
- The roll call should be marked with blue or black ink.
- "P" should be marked for present, "L" for approved leave, and "A" for absent without written permission.
- The roll call column should never be left blank or marked with pencil.
- Any student who arrives more than half an hour late shall be marked absent, even if he/she is present for the rest of the day.
- Keeping the register blank for more than one day is an offence, except during the rotation phase, when a separate roll call register should be taken to the rotation area and later transferred to the main register.
- Defacing or cutting the entries will be treated as a serious offence.
- Leave records should be sent to the Accountant's Office no later than the last day of each month, in order for the salaries and stipends to be paid on time.

DAILY ATTENDANCE REGISTER (STAFF)

Staff Member's Name	(Month and Year) _____										
	1	2	3	4	5	6	28	29	30	31

DAILY ATTENDANCE REGISTER (STUDENTS)

No.	Student's Name	(Month and Year) _____										
		1	2	3	4	5	6	28	29	30	31
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												

DAILY ACTIVITY REPORT FOR TEACHING STAFF

All teaching staff should keep a record of their daily activities. On the last day of the month this should be submitted to the Principal.

PURPOSE:

This record will provide a quick overview of your activities. It will be used as a ready reference for making travel claims. It will be used in compiling the monthly progress report of teaching activities, to be submitted to higher authorities every month.

HOW TO COMPLETE THE ACTIVITY REPORT

- Name - Write down your own name.
- Designation - Write down your official designation.
- Month - Write down the name of the month and the year.
- Day - In this column 1 - 31 days of calendar months are given, two lines for each day.

Training Centre/Field - Two columns show Training Centre (TC) and Field (F). Check the appropriate column for that particular day, e.g., if you remained in the Training Centre, check the TC column. If you were out in the field (i.e., Hospital, Rural Health Centre, Basic Health Unit, School, or Community) mark the F column. Check both if you spent part of the day at the Training Centre and part of the day out in the field.

Major Activities, Topic, Field Area - In the next column, write your major activities on that particular date. Use a whole line for Fridays, gazetted holidays, and leave days. Sign and date the report at the bottom of the form.

DAILY DIARY FOR TEACHING STAFF:

Keep one register for all the teaching staff to write in, briefly describing their activities each day. This register may be maintained in any style, but must include any salient features of the events, e.g., date, names of students absent, topic of the chapter taught, name of the chapter tested, or end-of-semester examinations given. The register should be signed daily by the Principal.

PURPOSE:

The Principal will be better informed about the activities of the staff. He/she will be able to compare what is actually done each day with what was scheduled for that day. The register will provide a brief description of all events. All activities will be recorded in one register.

ATTENDANCE:

Mention roll numbers of absent students.

TEACHING:

Describe topics covered, subject of demonstration or students' practice.

TEST AND EXAMINATIONS:

Give beginning and finishing times for the test, name of the topic, and the number of students present.

The DAILY DIARY should be written at the beginning of each day for the previous day and submitted to the Principal for signature. If the Principal is busy or out of town, keep writing on a daily basis.

SAMPLE OF DAILY DIARY REGISTER

DATE	MAJOR EVENTS	ACTION TAKEN	SIGNATURE
July 14, 1989	<p>1. All students present except Roll Nos. 10, 15, 29. Obtained application for Roll No. 10. Roll Nos. 15 and 29 are still without applications.</p> <p>Chapter 4: Digestive System taught. Demonstration on model & chart in the classroom.</p> <p>Slides on Digestive System were shown.</p> <p>Checked 20 papers on Health Education Chapter.</p>	Requested Principal to write a letter to the students for not seeking prior permission for leave.	N.A. Rizvi
	<p>2. Followed up female group in Gynae ward. Showed palpation procedure on pregnant mother.</p> <p>Checked Notebooks of Roll Nos. 13, 16, & 17.</p>		Rubina Naz
	3. On leave		Mubarika
	4. Chapter 4: Digestive System - group discussion.		Dr. Khalid
	5. On leave		Dr. Farida
	6. Accompanied group of male students to EPI Centre.		Iqbal Kirmani

Comments with signature by Principal.

SAMPLE OF DAILY DIARY REGISTER

DATE	MAJOR EVENTS	ACTION TAKEN	SIGNATURE
July 15, 1989	1. Roll Nos. 16 & 17 skipped group discussion.	Personal interview with Roll No. 17 for guidance and warning.	Shamim Bokhari
	2. All students present. Delayed Group 6's visit to BHU.	Requested Principal to substitute DHO vehicle.	Dr. Khalid
	3. Dr. Amin, DHS, visited. Displayed students' test results. Appreciated for prompt reply. ADV. Teachers' monthly meeting. Roll No. 44 sick with gastroenteritis.	Circular to teaching staff to arrange monthly meeting with Dr. Amin. Admitted to DHQ Hospital for proper diet. Inspected diet.	Rizvi Tutor

Comments with signature by Principal.

TUTOR'S MONTHLY CALENDAR

The monthly calendar contains space for five weeks. It should be prepared by entering all the dates of the month in the small boxes, taking care that the dates match the correct days of the week.

PURPOSE:

- Helps in planning for the coming month.
- Permits easy monitoring of the Tutors' field visits.
- Easily identifies the work load.
- Facilitates coordinated planning.
- Discourages duplication of services.
- Enables field trips to be organized well in advance.
- Enables transport for field visits to be requested well in advance.

The monthly schedule should be prepared in consultation with your colleagues during the last week of the preceding month and approved by the Principal. A copy should be given to the driver so that he can add your field visits to his schedule.

MONTHLY CALENDAR

HEALTH TECHNICIANS TRAINING CENTRE: _____

MONTH: 19

SATURDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

INSTRUCTIONS FOR MONTHLY STATUS REPORT

The Principal should prepare a Monthly Status Report each month and submit it to the following offices by 5th of coming month, e.g., report for the month of January, 1990, should be submitted to the following offices on 5th February, 1990:

- Director Health Services, concerned Division.
- Director Health Services, BHS Cell, or section responsible for Health Technicians Training Programme, Provincial Capital, Province.

The Monthly Status Report is used by the Medical Superintendent, Divisional Director, or Principal of Public Health School to make a quarterly report to the Divisional Director of Health Services, the Project Director, and the Federal Government.

MONTHLY STATUS REPORT

Health Technician Training Centre: _____

For the month of _____, 19__

1. STAFF AVAILABLE				
1.1 Teaching Staff	Number	1.2 Hostel Staff	Male Hostel	Female Hostel
Principal	<input type="text"/>	Cook	<input type="text"/>	<input type="text"/>
P.T.O.	<input type="text"/>	Bearer	<input type="text"/>	<input type="text"/>
Male Tutor	<input type="text"/>	Sweeper	<input type="text"/>	<input type="text"/>
Female Tutor	<input type="text"/>	Warden	<input type="text"/>	<input type="text"/>
1.3 Office Staff			YES	NO
Are all sanctioned office posts filled?			<input type="text"/>	<input type="text"/>
If NO, please specify vacant positions:				
(1) _____		(2) _____		
(3) _____		(4) _____		

2. STUDENT POSITIONS			
Total Enrolled			
Stipendiary	Non-Stipendiary		
Male	Female	Male	Female
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1. SCHOOL TIMINGS: Starts at _____ A.M. Ends at _____ P.M.

Number of days that school was open during the month:

4. TRAINING ACTIVITIES THIS MONTH:

Instructor	Chapter(s) Covered
Principal	<input style="width: 100%;" type="text"/>
P.T.O.	<input style="width: 100%;" type="text"/>
Male Tutor	<input style="width: 100%;" type="text"/>
Female Tutor	<input style="width: 100%;" type="text"/>

5. LEAVE AVAILED BY STUDENTS AND STAFF THIS MONTH:

No. of leave days taken:	3-4	5-6	7-8	9-10	11+	Remarks
Stipendiary Students						
Non-Stipendiary Students						
P.T.O.						
Tutors						
Others						

Please enter in each box the number of people in each category who availed themselves of the number of leave days at the top of column.

6. SCHOOL AND HOSTEL EQUIPMENT

	Present Functioning YES/NO YES/NO		Present Functioning YES/NO YES/NO	
Photocopy machine			V.C.R	
Scanner machine			Refrigerator	
Duplicating machine			Washing Machine	
Typewriter			Sewing Machine	
Overhead projector			Gas cylinders	
T.V.			Water supply	

7. Was Monthly Salary/Stipend received?

	YES	NO	Date
Teaching Staff			
Students			
Office & Hostel Staff			

REPORT ON EXAMINATION RESULTS

Complete this form on each chapter for which an examination was given.

Health Technicians Training Centre: _____

Name of Chapter: _____ Date of Exam: _____

	Written	Practical
Number of hours given for test:		
Total marks allocated:		

	Name	Position
Question paper prepared by:		

	Name	Position
Answer sheet marked by:		

	Name	Position
Practical conducted by:		

Marks Obtained by Students:

80% and above				60-79%				40-59%				0-39%			
Stipend		NonStip		Stipend		NonStip		Stipend		NonStip		Stipend		NonStip	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

FIELD VISITS MADE

Health Technicians Training Centre: _____

Report for month _____, 19____

Please enter the following information for all field visits made this month.

Location	Site Type*	Chapter Covered	Total hours at site	Number of students

* Please use the following codes:

- 01 - RHC
- 02 - BHU
- 03 - Home Visit
- 04 - Hospital, Paediatrics
- 05 - Hospital, Outpatient
- 06 - Hospital, Obstetrics/Gynaecology
- 07 - Hospital, Surgery
- 08 - Hospital, Emergency
- 09 - Hospital, Dispensary
- 10 - Family Planning Centre
- 11 - Hostel Kitchen
- 12 - MCH Centre
- 13 - School Visit
- 14 - Other

STUDENTS' PERSONAL FILES:

The personal records of each student must be maintained in an individual file. Each file should be marked with the student's name and roll number. It should contain the following records:

- Photocopies of credentials.
- Two passport-size photographs.
- Photocopy of National Identity Card.
- Photocopy of Domicile Certificate.
- Photocopies of receipts of mess money paid every month and other fees deposited.
- Leave record.
- Photocopy of medical examination and blood group reports and record of six-monthly medical check-up.
- Copy of Internal Evaluation record (see page 106).
- Copies of student's test papers.
- Record of any unusual happenings concerning the student.
- Names and addresses of visiting relatives.
- Photocopy of Surety Bond (see page 57-59).
- Photocopy of admission letter.

MAINTAINING OFFICE FILES:

Both the Administrative Office and the hostel Wardens must maintain files of official correspondence and other information relating to the Training Centre (Administrative Office) and the hostel (Wardens).

A good filing system has the following qualities:

- There must be a place for every type of paper normally found in the Training Centre or hostel.
- It must be simple, so that staff members can maintain it and so that papers can be found quickly when needed.

The most useful method of filing is by subject (e.g., correspondence with Director Health Services, correspondence with suppliers of goods and services, requisition forms, receipts, petty cash vouchers, inventories). Within each subject file, papers can be arranged by date.

It is important that all staff members know how to file and retrieve papers from the file.

CHAPTER 5

RESOURCE MANAGEMENT (ACADEMIC)

BUDGET

The Federal Advisory Committee for the revision of the Health Technician Training Programme curriculum held its fourth meeting on August 23rd, 1987. It made a number of recommendations for the administration and management of these Training Centres. The recommendations for staffing and the budget were discussed at the Inter Provincial Directors Meeting on 30th and 31st August, 1987.

The Principal of each Training Centre has a budget at his/her disposal, which is divided into five categories:

1. Pay of officers and establishment.
2. Regular staff allowances.
3. Student stipends.
4. Other allowances.
5. Commodities and services.

Funds for Items 1 - 4 (salaries, stipends, electricity, telephone, gas, and stationery) are included in the regular budget of each Training Centre and are released from the Centre. The Principal or PTO's responsibility is to see that these are distributed and managed properly.

The Director of Health Services has endorsed the following recommendations for the annual commodities and services budget (Item 5) at each Health Technician Training Centre:

- The maintenance allowance for each building should be 5% of the value of the building plus equipment.
- Travel allowance - Rs.30,000/-
- POL - Rs.20,000/-
- Repair & maintenance of vehicles - Rs.15,000/- per vehicle
- Other miscellaneous expenses - Rs.20,000/-

The Principal or his designee is the drawing and disbursing officer for this amount and should do the following:

- Send an estimate for commodities and service budget requirements for the following year well in advance.
- Prepare Annual Development Plan (ADP) schemes for the development of the Training Centre if necessary.
- Maintain a cash book of income and expenditures for each category.
- Obtain permission to open a bank account for a student welfare fund.

In addition to being responsible for drawing and disbursing of the commodities and service allowance, the Principal is also responsible for assuring proper utilization of student funds such as mess fees, security deposits, and student welfare funds.

The Principal also has overall responsibility for ensuring proper use of resources other than finance. This includes the buildings and their furnishings. Lists of what is provided to each Centre are given on pages 125 (academic) and pages 143 (hostel). The Principal or his designee is responsible for ensuring proper use, maintenance, reporting, and repairing of these items.

Guidelines for proper utilization of vehicles, pump, appliances, etc., are also provided here for the information of those concerned officers.

ACADEMIC BUILDING

The Training Centre consists of the following rooms:

1. Auditorium.
2. Library.
3. Principal cum PTO's Office.
4. Male Tutors' Office.
5. Female Tutors' Office.
6. Administration Office.
7. Classrooms, two for female and two for male students.
8. Laboratory.
9. Store.
10. Separate toilets for male and female students.
11. Toilets for staff members.
12. Entrance hall and corridor with an electric water cooler and fire fighting equipment provided.



The function of each of these rooms is detailed below:

ROOM	FUNCTION	FURNISHINGS
1. Auditorium	1. Daily assembly of all students 2. Conferences and seminars 3. Dramas, role play, and demonstrations 4. Film shows 5. Video shows	- Fixed chairs for a large group - Loudspeaker with amplifier and sound system - Stage - Small room for keeping props for dramas and role play - Podium - Wall clock - Lighting system
2. Principal cum PTO's Office	1. Administrative work 2. Planning 3. Teachers' meetings 4. Studying 5. Storing reference books for teachers 6. Storing confidential records	- Tutors' desks - 2 - Administrative chairs - 1 - Office chairs - 4 - Filing cabinet - 1 - Tutors' book case - 1 - Trash can - 1 - Type I - Almirah fitted with two doors and locks - 1 - Draperies

ROOM	FUNCTION	FURNISHINGS
3. Male and Female Tutors' Offices - one for male and one for female tutors	<ol style="list-style-type: none"> 1. Counselling students 2. Planning classes 3. Studying, for tutors 4. Storing teaching plans 5. Storing teaching materials 6. Storing textbooks 7. Storing student Attendance Registers 8. Storing Internal Evaluation records 9. Storing records of student learning activities 10. Locking up money, valuables, and confidential papers 	<ul style="list-style-type: none"> - Tutors' desks - 2 in each room - Administrative chairs - 2 in each room - Filing cabinets - 2 in each room - Tutors' book cases - 2 in each room - Stacking paper trays - 2 in each room - Trash can Type I - 2 in each room - Office chairs - 4 in each room - Almirah fitted in wall - 1 in each room with two doors and locks - Draperies

ROOM	FUNCTIONS	FURNISHINGS
4. Administration Office	1. Clerical and reception office 2. Storing school records 3. Storing budget and accounts books	- Clerical desk - 1 - File cabinets - 3 - Office machine cabinet - 1 - Scanner table - 1 - Typewriter - 2 - Wall clock - 1 - Stacking paper tray - 1 - Trash can Type 2 - 1 - Office chairs - 5 - Draperies - Almirah fitted in wall with two doors and locks - 1 <u>OFFICE MACHINERY</u> - Ditto machine - 1 - Scanner - 1 - Photocopy machine - 1 - Urdu type-writer - 1 - English type-writer - 1 - Voltage regulator - 1

ROOM	FUNCTIONS	FURNISHINGS
5. Four class-rooms	1. Teaching, group discussions, and demonstrations	<ul style="list-style-type: none"> - Teacher's table - 1 in each - Chair - 1 in each - Student tablet arm desks - 27 in each - Mounted chalk board with light over each - 1 in each - Trash can Type 2 - 1 in each - Pencil sharpener - 1 in each - Wall clock - 1 in each - Exhibit board (soft) - 1 in each - Draperies
6. Library (The key of the library will be with the Tutor or other official assigned to this job.)	<ul style="list-style-type: none"> 1. Issuing books to students and teaching staff 2. Issuing library cards to students and teaching staff 3. Maintaining the library book register 4. Displaying journals and magazines 5. Displaying library materials 	<ul style="list-style-type: none"> - Work table - 1 - Library case Type I - 3 - Library case Type 2 - 1 - Library case Type 3 - 3 - Student chairs - 4 - Library cards - 1000 - Catalogue cards - 1000 - Library envelopes - 1000 - Bookends - 25 - Draperies

ROOM	FUNCTIONS	FURNISHINGS
7. Laboratory	1. Learning skills 2. Practising skills 3. Practical demonstration, e.g., nutritional cooking classes, ORT preparation, antenatal care; Demonstrations by students	<ul style="list-style-type: none"> - Laboratory stools - 26 - Examination table - 1 - Microscopes - 2 - Sui gas burners - 2 - Wooden cupboard fitted on the wall - 1 - Wash basins for staining - Laboratory table fitted to floor and topped with white tiles - Draperies - Other equipment listed on the following pages - Each student will be issued his/her own kit for use in the laboratory and field. The kit is to be returned at the end of the training course.
8. Store	Storing teaching materials	Fitted with shelves. The doors, which open into the laboratory, can be locked.

MAINTENANCE OF THE BUILDING AND ITS CONTENTS

See GENERAL MAINTENANCE instructions, Chapter 6 (page 152-155), and INSTRUCTIONS FOR USE AND MAINTENANCE OF ETA CENTRIFUGAL PUMP (pages 139-142).

TEACHING AIDS

LAB EQUIPMENT FOR THE HEALTH TECHNICIAN
TRAINING CENTRE - HYDERABAD

<u>ITEM*</u>	<u>DESCRIPTION</u>	<u>QUANTITY</u>
1.	Anatomical Chart, Pregnancy	1
2.	Vaginal Speculum - Small	10
3.	Vaginal Speculum - Medium	10
4.	Vaginal Speculum - Large	10
5.	Lancets (box of 100)	10
6.	Lamps, Alcohol	10
7.	Test Tubes	1,000
8.	Droppers	1,000
9.	Rubber Sheets	2
10.	Rubber Gloves Size 7	50
11.	Rubber Gloves Size 7-1/2	50
12.	Microscope Slides (box)	20
13.	Microscope Cover Slips (box)	20
14.	Paper Bibulous (Packets)	50
15.	Microscope Paper Lens (Packets)	6
16.	Wax Pencils	60
17.	Scales, Spring	5
18.	Scales, Bathroom	2
19.	Scales, Trousers (Pairs)	1
20.	Obstetric Phantom	1
21.	Baths, Baby	2
22.	Urinals, Female	2
23.	Funnels	2
24.	Beaker sets	2
25.	Instrument Trays (#0276500)	2

*The numbers given here are the same as in the List of Equipment and Supplies attached to Project Implementation Letter (PIL).

LAB EQUIPMENT FOR THE HEALTH TECHNICIAN
TRAINING CENTRE - HYDERABAD (Contd.)

<u>ITEM</u>	<u>DESCRIPTION</u>	<u>QUANTITY</u>
26.	Instrument Trays (#0277000)	2
27.	Sterilizer Forceps	2
28.	Tongue Depressors	125
29.	Snellen Eye Charts	5
30.	Bottle Brushes	10
31.	Test Tube Brushes	25
32.	Pail with Cover	1
33.	Utility Basins	2
34.	Forceps Jars	2
35.	Test Tube Clamps	25
36.	Jars Plastic (15 ml)	100
37.	Jars Plastic (60 ml)	100
38.	Soap Boxes	50
39.	Scales, Infant	50
40.	Scissors, Bandage	50
41.	Thermometers, Oral	50
42.	Thermometers, rectal	50
43.	Tape measures	50
44.	Stethoscopes	50
45.	Stethoscopes, foetal	50
46.	Sphygmomanometers	50
47.	Litmus paper, red	50
48.	Litmus paper, blue	50
49.	SS Bowls 600 ml	50
50.	SS Bowls 1200 ml	50
51.	SS Grad measures	50
52.	Nasal Aspirators	50
53.	Bottles, dropping 60 ml	50
54.	Bottles, N/M 60 ml	50
55.	Cups, medicine	500
56.	Snake bite kits	50
57.	Syringes 2cc	100
58.	Syringes 5cc	100
59.	Needles 18G	100
60.	Needles 21G	100
61.	Needles 23G	100
62.	Forceps SS 105 mm	50
63.	Forceps SS 155 mm	50
64.	Micro Slides (box)	50
65.	Nail Brushes	50
66.	Towels	100

OTHER ITEMS FOR THE HEALTH TECHNICIAN
TRAINING CENTRE - SUKKUR

<u>ITEM</u>	<u>DESCRIPTION</u>	<u>QUANTITY</u>
39A	Draperies	For all windows
12B	Photocopy machine	1
13B	Photocopy toner (bottles)	12
14B	Photocopy paper (reams)	100
17B	Scanner machine	1
18B	Ditto (Duplicating) Machine	1
19B	Stencils (Pts/Sheets)	1,000
20B	Duplicating paper 8-1/2"x11" (reams)	100
21B	Duplicating spirit fluid (gal)	12
25B	Typewriter, Urdu	1
26B	Typewriter, English	1
18	Clocks	9
22B	Sewing machine	1
4B	Gas burners (single)	4
5B	Gas burners (double)	7
6B	Irons	4
7B	Ironing boards	4
	Filing cabinets (4 drawers)	7
36B	Student lamps	60
38A	Lab Examination Table	1
18A	Laboratory stools	26

BOOKS

The following books are provided to all Training Centres:

- Textbooks: Three volumes of Health Technicians Training Guide for each student.
- Library books.

VEHICLES

GUIDELINES FOR THE USE OF MOTORCYCLES AND VEHICLES DESIGNATED FOR THE HEALTH TECHNICIANS TRAINING PROGRAMME

VEHICLES ALLOCATED

Two Isuzu Troopers and four Kawasaki motorcycles have been allocated for each Health Technician Training Centre, to be used for official purposes.

USE OF VEHICLES

1. The motorcycles are to be used by the male Tutors for supervising students in the field.
2. The Isuzu Troopers are to be used for transporting students and supervisors.
3. All vehicles are to be used for training and support activities within the province or designated area. Prior permission in writing from the Project Director's Office is required if a vehicle is to be taken outside the designated area.

PARKING

Isuzu Troopers must be parked overnight at the Training Centre, or at a government facility if out in the field. Motorcycles may be parked at the Tutors' residences for their convenience.

PETROL

The Principal is responsible for the day-to-day operation of the vehicles in coordination with the Medical Superintendent or the District Health Officer. He should make maximum use of his available POL budget. Trips should be carefully planned to save on POL consumption. For example, a motorcycle should be used whenever possible instead of a jeep.

The Principal should make sure that:

- A log is kept on the vehicle's use with dates, kilometers, and places visited (sample, page 136).
- All payments for fuel are approved and have a signature on the receipt.

In addition, the Principal is responsible for monitoring the receipt and disbursement of POL funds according to government rules.

MAINTENANCE AND REPAIR

Rs.15,000/- per year has been suggested for maintenance and repair. Proper maintenance and early repair will help prevent the need for major repairs. The instruction manual's maintenance schedule should be followed.

If repairs are necessary, estimates and reports should first be forwarded to the Medical Superintendent or District Health Officer for his approval. A maintenance and repair log should be kept in addition (sample, page 137).

ANNUAL REGISTRATION AND INSURANCE

The Principal is responsible for making sure that each vehicle is registered and insured annually and that the registration fee is paid.

REPORTING OF ACCIDENTS

All accidents, no matter how small, must be reported in writing to the Principal with the following information:

- Date and place of accident.
- Names of driver and passengers.
- Destination.
- Names of injured and extent of injuries.
- Description of location of accident and extent of damage to vehicle.
- Whether the police were notified of the accident.

(See Accident Report, page 138)

VEHICLE MAINTENANCE AND REPAIR RECORD

DATE	MAINTENANCE SERVICE		REPAIR SERVICE	PARTS REPLACED	REPAIR FACILITY (NAME OF WORKSHOP)
	DAILY	PERIODIC			

ACCIDENT REPORT

NAME OF DRIVER _____ DATE OF ACCIDENT _____
HT TRAINING CENTRE _____ VEHICLE NO. _____
LOCATION OF ACCIDENT _____

IF ANOTHER VEHICLE WAS INVOLVED:

DRIVER'S NAME _____ ADDRESS _____
NAME OF HIS INSURANCE COMPANY (IF ANY) _____
ADDRESS _____

NAME(S) OF PASSENGER(S) IN VEHICLE(S):

<u>TRAINING CENTRE VEHICLE</u>	<u>OTHER VEHICLE</u>
<u>NAME/TITLE</u>	<u>NAME/TITLE</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

WAS ANYONE INJURED? () YES () NO

IF YES: GIVE NAME, TITLE, ADDRESS AND EXTENT OF INJURY _____

DESCRIBE DAMAGE TO TRAINING CENTRE VEHICLE _____

DESCRIBE DAMAGE TO OTHER VEHICLE(S) OR PROPERTY _____ IS IT DRIVABLE? () YES () NO

DESCRIBE HOW ACCIDENT OCCURRED _____

(ATTACH A SKETCH IF NECESSARY)

WAS ACCIDENT REPORTED TO THE POLICE? () YES () NO

IF YES: NAME OF OFFICER _____ LOCATION OF THE
POLICE STATION TO WHICH HE IS ASSIGNED _____

REPORT PREPARED BY _____
(NAME)

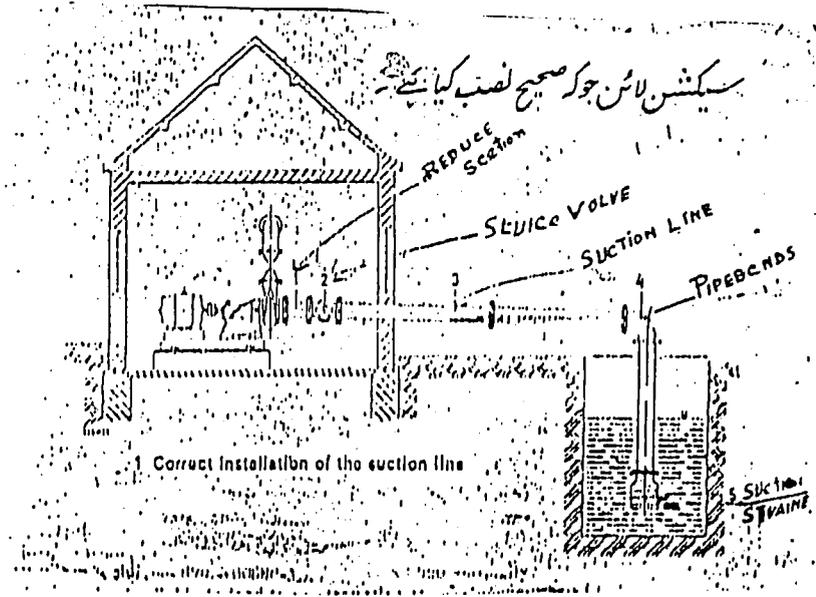
(Signature)

SEND REPORT TO THE PRINCIPAL OF THE HEALTH TECHNICIAN TRAINING CENTRE

**INSTRUCTIONS FOR USE AND MAINTENANCE OF
ETA CENTRIFUGAL PUMP**

ETA CENTRIFUGAL PUMP کو چلانے اور MAINTAIN رکھنے کی ہدایات

جنرل :-
ETA PUMP ایک طویل مدت کے لئے قابل اعتماد سروس فراہم کر سکتا ہے۔ بشرطیکہ
انہیں مناسب طریقہ سے لگایا جائے۔ اور احتیاط سے چلایا اور MAINTAIN کیا جائے۔



اس لئے ضروری ہے کہ درج ذیل دی گئی ہدایات پر سختی سے عمل کیا جائے۔

پمپ کو سٹارٹ کرنا: فک سٹارٹ کرنے سے پہلے دیکھ لیجئے کہ STUFFING BOX

مکمل طور پر Packed ہے اور BEARING PEDESTAL (۲)

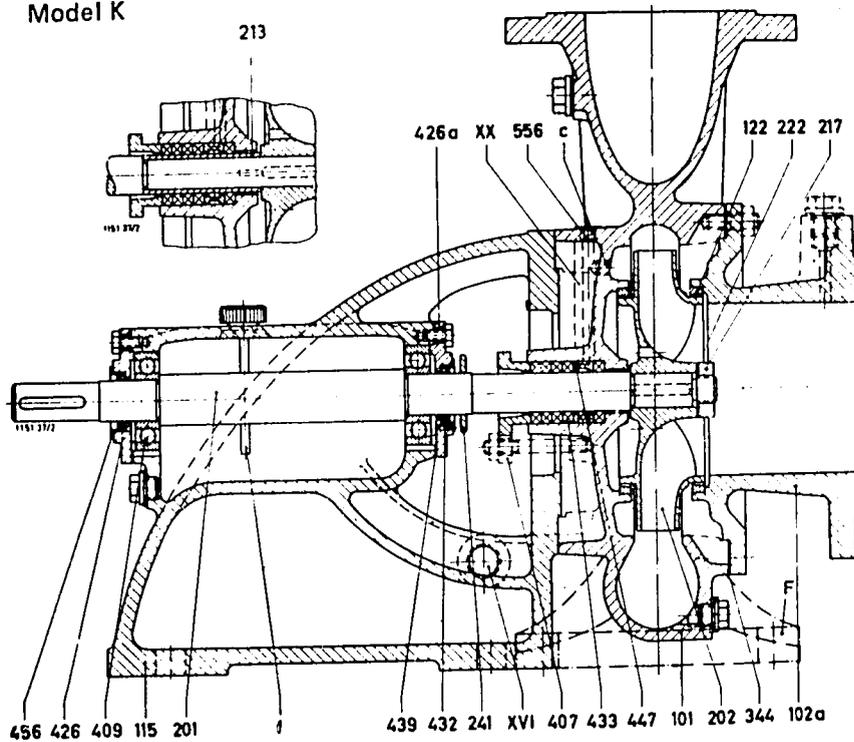
تیل سے بھرا ہوا۔ (اگر نہیں تو سیکشن 3.3 اور صفحہ 34 اور 11 اور 12 کے مطابق ہدایات پر عمل کے
لئے رپورٹ کیجئے۔

فک STUFFING BOX کو غیر متوازن طریقہ سے یا زیادہ سختی سے بند کرنے سے شاذ گرم ہو
سکتی ہے۔ اور اسے نقصان پہنچ سکتا ہے۔ اس لئے اس بات کا یقین کر لیجئے کہ وہ متوازن

اور ہلکے انداز میں بند کیا جائے۔

SECTIONAL VIEW & LIST OF PARTS
ETA CENTRIFUGAL PUMP
MODEL K

7. Sectional view & List of parts
ETA CENTRIFUGAL PUMP
Model K



LIST OF PARTS

Part No.	Name	Part No.	Name
101	Volute casing	426	Bearing cover
102a	Suction cover	432	Felt ring
115	Bearing pedestal	433	Packing
122	Wear ring	439	Gasket
201	Shaft	447	Seal cage
202	Impeller	456	Cover for 432
213	Shaft-protecting sleeve*	556	Plug for XX
217	Impeller nut	XVI	Leakage drain
222	Locking plate	XX	Sealing-liquid inlet
241	Deflector	f	Dipstick
344	Gasket	c	Sealing-liquid duct
407	Gland	F	Mounting feet
409	Deep-groove ball-bearing		(Integrally cast with volute casing 101)*

*Only in pumps equipped with a type C bearing pedestal
 (the appropriate letter is cast on the bearing pedestal)

- ۱- دیکھ لیجئے کہ STUFFING Box چلتے ہوئے معمولاً بہت LEAK کرے۔
- ۲- ٹانٹ کو ہاتھ سے گھمائے اور یقین کر لیجئے کہ وہ آسانی سے گھومتی ہے۔
- ۳- دیکھ لیجئے کہ ڈیلیوری لائن کا SLUICE VOLVE مکمل طور پر بند ہے۔
- ۴- اور سیکشن لائن میں والو مکمل طور پر کھلا ہے۔
- ۵- پمپ اور سیکشن لائن پانی سے بھری ہو۔ اور بھرتے وقت ٹانٹ کو ہاتھ سے متواتر گھمایئے۔ اور اس مقصد کے لئے FUNRAL VOLVE استعمال کیجئے۔
- ۶- پمپ کو چلانے سے پہلے ڈیلیوری SLUICE VOLVE کو بند کر لیجئے۔
- ۷- جب پمپ فل سیٹ پر چلنے لگے تو SLUICE VOLVE کو آہستہ آہستہ کھولنے
- ۸- مستی کہ مطلوبہ پریشر حاصل کر لیجئے۔

پمپ کو بند کرنا :-

- ۱- پہلے DELIVRY VOLVE کو بند کریں۔
- ۲- پمپ سیکشن سائیڈ پر VACCUMJAGE COCK اگر ہے تو بند کریں
- ۳- بجلی کا سوئچ بند کریں اور دیکھیں کہ ROTOV ASS'BLE آہستہ آہستہ بند ہو جاتی ہے۔

۴- آخر میں مٹنڈا کرنے والے پانی کی اسپرائی بند کر دیں۔

۳۔ پمپ چلنے کے دوران حفاظتی اقدامات

- ۱۔ دیکھتے پمپ یحسانیت سے چل رہا ہے۔ اور کسی قسم کی تھر تھرا ہٹ نہیں۔
- ۲۔ کنواں یا ٹینک میں پانی کی مقدار دیکھتے رہیں
- ۳۔ پمپ کی لوڈنگ بار بار چیک کریں۔
- ۴۔ REPACKING کرنے کے بعد STUFFING BOX کو بار بار چیک کریں۔
- ۵۔ یاد رکھیں ہدایات موجود ہونے مگر ان پر عمل نہ ہونے کا نتیجہ نقصان ہو سکتا ہے۔

CHAPTER 6

THE HOSTEL

HOSTEL RESIDENTS

Each student residing in the hostel must report his/her arrival to the Warden in writing. Female residents must give the Warden a visitors list with photographs of authorized male visitors.



Boarders need to bring with them the following:

- Wristwatch with a second hand.
- Pair of black shoes.
- Pair of black (for males) or skin-coloured (for females) socks.
- Two maroon dupatas (for female students).
- Two sets of white shalwar kameez.
- Maroon pullover for winter.
- Two white overalls.
- Bathroom slippers.
- Bedding suitable for the season.

MESS

Mess is compulsory for all hostel residents. Students must pay the minimum per month. Students select the Mess Committee, which consists of four members for one month, on a rotational basis. The committee meets once a week. This committee prepares the weekly menu and checks the quality and quantity of food served to the students, as well as the cleanliness of the kitchen and dining room.

Committee members inform the warden if a student is sick or requires a special diet.

Meals for everyone except the sick will be served in the dining room. Mess money will be charged for the whole month and will be refunded only for seven days of continuous leave.

RULES AND REGULATIONS

All hostel residents must read and follow the list of instructions posted in their rooms.

INSTRUCTIONS TO BE POSTED IN EACH ROOM

1. Students must keep their rooms clean and tidy. The beds should be arranged properly with a bed cover. Dirty clothes should be stored separately.
2. All waste paper and refuse, etc., must be placed in waste baskets and emptied at a designated location.
3. Students shall take care of the bathrooms, and not leave the taps running. Anyone found leaving the taps on intentionally will be liable to punishment.
4. Every part of the hostel premises shall be freely open for inspection by the Superintendent or Warden at any time.
5. No boarder shall indulge in any amusement that disturbs other boarders.
6. The Warden is not responsible for the loss of any property of the boarder.
7. All damages to the building or its contents will be borne by the boarder responsible.
8. The hostel authorities shall reserve the right to search the personal belongings and baggage of the residents at any time.
9. No visitor shall be allowed to meet residents of the hostel before 7.00 a.m. or to remain in the hostel after visiting hours. Visitors must record their names, addresses, signatures, and times of arrival and departure at reception.
10. Defacing walls or fixtures is strictly prohibited. Furniture and fixtures may not be moved from one room to another and boarders are particularly warned against removing furniture from the mess or common room.

Signature
Principal

WARDEN'S RESPONSIBILITIES

In addition to supervising the students and the maintenance of the hostel, the Warden should submit a monthly report to the Principal including the following information:

- Mess money collected.
- Expenditure statement for the month.
- Monthly menu prepared, food serving schedule.
- Names of Mess Committee members for that month, and their roles.
- Students granted night passes.
- Status of hostel staff.
- Problems with staff and students.
- Areas needing special attention.
- Condition of facilities provided for students.

THE HOSTEL BUILDING

The hostel consists of the following rooms, appliances, and furnishings:

ROOM	FUNCTIONS	FURNISHINGS
1. Student bedrooms (double occupancy) - 25 or 50	For students' use. It is the students' responsibility to dust the furniture and clean the floors daily	Beds - 2 Desks - 2 Chairs - 2 Lamps - 2 Fans - 2 Wall cupboards - 2
2. Warden's quarters	A large room with bathroom	Bed - 1 Desk - 1 Chair - 1 Lamp - 1 Fan - 1 Wall cupboard - 1

ROOM	FUNCTIONS	FURNISHINGS
3. Recreation room	For students to use during their free time	- VCR - 1 - TV - 1 - Chairs -20 - Table tennis - 1 - Work tables - 2
4. Laundry room	For students to wash light clothing	- Washing machine with dryer - 1
5. Kitchen	For preparation of students' meals	- Stove - Work table - Cupboards - Sinks
6. Dining room		
7. Bathrooms	For bathing and toilet facilities	
8. Courtyard		
9. Storeroom	For storage	

(See list of kitchen and dining room utensils, pages 156-157.)

BATHROOMS

Each hostel has a sufficient number of bathrooms and toilets for the students.

- Each student is responsible for leaving the bathrooms and toilets clean and tidy after use.
- Every student should learn how to use the facility.
- Soiled sanitary napkins and other waste material should be placed in the trash can. Flushing these in the toilet will block the drainage system. Students who dispose of sanitary napkins by flushing will be responsible for repair bills.
- Report any blocked toilets or plumbing problems to the Warden. Plumbing bills will be paid from the student welfare fund.

CARE OF APPLIANCES

The students are responsible for keeping the hostel, furnishings, and appliances in good condition. All appliances come with accompanying literature on proper use and maintenance. This information should be kept in the Warden's desk or in the Administration Office.

REFRIGERATOR

A refrigerator is kept in the dining room for storage of fruits, meats, and other items. Following are the initial operating instructions:

1. Clean the refrigerator and parts to remove dust from shipping and packing.
2. Plug the refrigerator into its own individual outlet. Open the door and check the light.
3. Close the door and allow the refrigerator a few hours to reach the proper temperature.
4. Open the freezer door and check the cold air flow in the freezer compartment.
5. Store foods after the interior is cold.

IMPORTANT:

The collector pan (if one is present) should be cleaned once a month. A dirty collector pan may cause offensive odours and/or inferior evaporation of the defrost water. Remove the collector pan before cleaning it. Be sure to reinstall the collector pan, otherwise defrost water will spill on to the floor.

Cleaning:

Since the function of the refrigerator is to store food, fortnightly cleaning is advised.

1. Interior:
 - Wash removable parts and interior walls with bicarbonate of soda and water; rinse and dry thoroughly.
 - Avoid using soap and water when cleaning the interior of the refrigerator.

2. Exterior:

- Clean with a mild detergent. Rinse with clean water. Then dry with a soft cloth.

Trouble:

If the refrigerator does not work properly, check the following points before reporting to Principal's Office:

- Is the power supply cord disconnected from the outlet?
- Is there a blown fuse or other power failure?
- Is the temperature control dial set to the proper position?
- Is air circulation in the provision compartment blocked by overcrowding of food?

The Warden and Mess Committee are responsible for the proper care and maintenance of the refrigerator, including cleaning every fortnight.

If the power supply is disconnected for more than two hours, make sure that food items stored in the refrigerator are boiled and cooked immediately.

WASHING MACHINE

One washing machine is placed in the laundry room of each hostel so that the students can wash their light clothes.

Heavy linen such as bed covers, towels, and blankets should not be washed in this machine.

The students are responsible for the proper care and maintenance of the washing machine. Students using the machine must make sure that it is left in good condition.

Students should immediately report any problem with the machine to the Warden, so that repairs can be made. If the machine needs to be repaired, the student welfare fund will be used to pay for it.

The Warden and students must make sure they know how to use the machine.

Washing operation:

- Adjust the water level selector according to the amount of clothing to be washed.
- Distribute the washing evenly in the tub.
- Add the required amount of detergent.
- Close the lid.
- Set the wash selector to gentle or normal, depending on the type of fabric being washed.

Washing hints:

- Remove all objects such as pins, buckles, etc. before washing. Close any metal zips.
- Too many clothes with too little water may tear or damage the clothing.
- Avoid placing anything hot (e.g., a kettle) on the machine.

Off switch for drain:

- If you set the drain switch to the off position, the water will not drain after the last rinse. This function is useful if you want to do another wash.
- Set the switch to the Auto wash position to drain the wash tub.

Cleaning the machine:

- Before cleaning the washing machine, disconnect it from the main power supply in the laundry room.
- If a button or a small article of clothing is stuck under the pulsator, unscrew the pulsator and pull out the article with a screwdriver. After cleaning the pulsator, screw it back on firmly. Refit the cap over the screw.
- If an article becomes stuck inside the spin tub, switch off the washing machine, lift the spin lid and take out the article through the gap between the tub and the spin basket.
- On completion of a wash cycle, use a soft dry cloth to wipe dry the inside and outside of the machine.

GAS STOVE

Gas stoves are provided for cooking in the hostel kitchen. Students are not permitted to cook in the bedrooms.

- The cook must make sure that all stoves are switched off after use. In addition, the main gas supply should be switched off before leaving the kitchen to avoid any leakage.
- The Mess Committee should inspect the stove periodically. Any small leakage must be immediately reported to the Warden for repair.
- The cook should clean the burners weekly using a wire brush.

SEWING MACHINE

The sewing machine is for the use of the students and the Warden. Under no circumstances may it be removed from the hostel premises. All students are equally entitled to use the sewing machine, but it must remain in the custody of the Warden. Students must submit a written request if they would like to use the machine and must return it in good working order. Any missing parts must be replaced by the student. General repairs will be paid out of the student welfare fund.

TELEVISION AND VCR

A television and VCR is provided for each hostel, to be kept in the students' common room. It should not be removed from the hostel unless it is needed for educational purposes at the Training Centre.

Students may not keep individual TVs or VCRs in their rooms.

Students must be taught how to operate the TV and VCR according to the instruction manual.

Problems with the TV or VCR must be reported to the Warden; otherwise the student who last handled it will be held responsible for paying the total repair bill.

Students may rent movies at their own expense after consultation with the Warden.

GENERAL MAINTENANCE

(For All Buildings at the Training Centre)

The Health Technicians Training Centre, like all health facilities, should be an example of a healthful living environment and should look attractive. In order to accomplish this, the following duties should be performed:

- Maintain the cleanliness of the centre, inside as well as outside.
- Make sure that the toilets are working properly for students, staff, and visitors.
- Be sure there is plenty of drinking water available for students, staff, and visitors.
- Provide a handwashing facility for visitors.
- Make sure that waste is disposed of properly.
- Have a vegetable and/or flower garden within the compound.

The staff and students of the Training Centre need to use government property with the same concern and care that they would use with their own property. This means:

- Be careful and economical in the use of equipment, supplies, water, and electricity. Use them properly and when necessary. Do not use anything unnecessarily or wastefully.
- Clean, disinfect, and follow manufacturer's instructions for all equipment.

Keep things available and in working and ready-to-use condition:

- Clean, dry, and store everything after each use.
- Know the procedure for getting repairs done and request repairs when you notice that something is not in working condition.
- Replace all broken items or submit an order request.
- Keep all broken or out-of-order equipment for evaluation later by the supervisor.
- Repair all torn sheets, towels, and curtains immediately.

Keep an accurate account of all equipment and supplies:

- Take a monthly inventory of all furniture, linen, and other things.
- Keep an accurate record of what goes out and is returned by the dhobi.
- Fill out the appropriate stock register when you use certain supplies.
- Report losses, breakage, and wear and tear.

Procedure for ordering equipment and supplies:

- The Principal of the Training Centre or his/her designee submits a request to his/her supervisor for all necessary items periodically, monthly or quarterly.
- For items that are used up rapidly, the person in charge needs to submit a request well before the supply is fully consumed.

Procedure for requesting services for maintenance and repair of the building and premises:

- Maintenance and repair of the buildings is done by the Civil Works Department (CWD) on an annual basis.
- The Principal of the Training Centre submits a request to his/her supervisor.
- The supervisor recommends, on a priority basis, the repair and maintenance work that needs to be carried out, prepares a proposal for civil work on the Training Centre, and communicates this to the Deputy Director of Health Services for approval and introduction to the Provincial Building Department.
- A meeting between the Superintendent of Engineering and the Principal is held to finalize the proposal. Decisions made at this meeting are communicated to the Executive of Engineering.
- The Executive of Engineering issues the necessary instructions to the concerned Sub-Division Officer for carrying out the required maintenance and repair.
- The Principal is informed of the work to be carried out so that he/she may know when the work will be done and monitor the completion of it.

- There is a fund available for use in minor repair work of each facility, at the discretion of the person in charge.

Plants and trees:

- Take an inventory of all plants.
- Do not allow trees to be cut or destroyed.
- If a big tree falls, inform the Forest Department and request removal.

MAINTENANCE OF COMMONLY USED ARTICLES

Rubber gloves. These are expensive and require special care:

- After completing a procedure, gloves should be washed while on the hands of the wearer before removing them to prevent adherence of blood or other organic material.
- After washing them thoroughly with soap and water or disinfectant:
 - . Hang them on a string and let them air dry.
 - . Powder the gloves lightly to prevent them from sticking.
- Powdering your hands before putting on the gloves makes it easier to slip them on and helps prevent tearing.

Other rubber articles:

- These should be boiled for 15 minutes unless they are used for surgical procedures. In this case sterilization by steam under pressure is indicated.
- Some rubber articles should be stored only after lubricant is used to prevent the sides from sticking to each other.

Glassware:

- Immediately rinse with cold water after each use to remove any debris.
- Contact with soap and disinfectant should not be longer than is necessary for cleaning.
- Glassware should be boiled or sterilized if its contents will be used internally.

Cleaning and dusting of floors. Floors should be cleaned daily:

- Floors should be first swept and then mopped with Phenol solution.
- Allow them to air dry.
- The best time for cleaning floors is in the morning.
- Clean as necessary.

Walls and ceilings. These should be cleaned with a broom or mop periodically to remove dust and cobwebs.

Cleaning and dusting of furniture:

- Furniture should be dusted each day. The end of the day may be more appropriate for cleaning than the beginning of the day.
- Anything spilled on furniture should be cleaned immediately.

Cleaning of linen and bed clothing:

- Wash all washable articles in soap and water and sun dry.
- Mattresses and pillows should be exposed to sunlight occasionally for approximately two hours. All mattress and pillow surfaces should be exposed to the sun.

KITCHEN AND DINING UTENSIL KITS (ON DISPLAY AT BHSC)

Sr No.	Name/description	Qty for 25 persons 36 sets
	<u>A. FOR THE KITCHEN:</u>	
1.	S.S 12" diam x 7" deep cooking pot	2
2.	S.S 15" diam X 7" deep cooking pot	2
3.	S.S 18" diam x 9" deep cooking pot	2
4.	S.S kettle	1
5.	Karahi pot	2
6.	S.S pirat (mixing flour)	1
7.	S.S container with cover for oil, milk	1
8.	S.S pressure cooker 10 lbs	2
9.	S.S spoon 15" long	2
10.	Wooden cooking spoon	6
11.	S.S spoon 15" long with holes	2
12.	S.S spoon 15" long slotted	2
13.	S.S spoon 15" long with cup (donga)	2
14.	Strainer for tea	2
15.	S.S strainer for tea	2
16.	S.S strainer 18" diam for rice/ vegetables	1
17.	S.S serving plates	4
18.	S.S serving dishes with lids	4
19.	S.S spice containers (medium size)	6
20.	S.S chimta (tongs)	1
21.	Iron tawa (chappati pan)	2
22.	S.S bucket with cover	1
23.	S.S bowl/strainer to wash rice/ vegetables	1
24.	Round wire woven strainer (for flour)	2
25.	Iron frying pan, large, for eggs and onions	2
26.	S.S kaddoo kash (shredder) squatting type	2
27.	S.S kaddoo kash (shredder) standing type	1
28.	S.S tea set 3 pcs (pot/sugar/cream)	6
29.	Potato cutter with handle	2
30.	Aluminium bucket for water (large size No. 16)	2
31.	Wooden rolling pin and round wooden platform	2
32.	S.S 22" diam x 9" deep cooking pot (no sample)	2

KITCHEN AND DINING UTENSIL KITS (ON DISPLAY AT BHSC)
(Continued)

Sr No.	Name/description	Qty for 25 persons 36 sets
<u>B. FOR DINING ROOM:</u>		
1.	S.S plates 9-10" (18 gauge)	30
2.	S.S quarter plates	30
3.	S.S dessert spoons	30
4.	S.S teaspoons	30
5.	S.S forks	30
6.	S.S round spoons for serving	6
7.	S.S flat spoons for serving rice	6
8.	S.S jug without lid	2
9.	S.S jug with lid	2
10.	S.S glass 5" tall	30
<u>C. CLEANING MATERIALS:</u>		
1.	Aluminium bucket (See A30 above)	2
2.	Iron rod wiper with rubber	2
3.	Wooden rod wiper with long threads	4
4.	Large iron tumbler (deep round)	2
5.	Thick nylon rope to dry clothes (no sample)	100 feet
6.	Large iron tumbler (flat)	2
<u>D. OTHER:</u>		
1.	Tin container (for flour/grain) with lid which can be locked (Capacity: 2 maunds)	3
<u>E. KNIVES:</u>		
1.	Chopper knife heavy duty	1
2.	Knife 6"	3
3.	Knife 9"	3
S.S = Stainless Steel		