

Animal Health Worker

(Job Role)

Qualification Pack: Ref. Id. AGR/Q4804

Sector: Agriculture



171003

Textbook for Class X

विद्यया ऽ मृतमश्नुते



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NCERT

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FOREWORD

The National Curriculum Framework–2005 (NCF–2005) recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages. It explains that work transforms knowledge into experience and generates important personal and social values such as self-reliance, creativity and cooperation. Through work one learns to find one's place in the society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting will make one appreciate the worth of social life and what is valued and appreciated in society. Work involves interaction with material or other people (mostly both), thus creating a deeper comprehension and increased practical knowledge of natural substances and social relationships.

Through work and education, school knowledge can be easily linked to learners' life outside the school. This also makes a departure from the legacy of bookish learning and bridges the gap between the school, home, community and the workplace. The NCF–2005 also emphasises on Vocational Education and Training (VET) for all those children who wish to acquire additional skills and/or seek livelihood through vocational education after either discontinuing or completing their school education. VET is expected to provide a 'preferred and dignified' choice rather than a terminal or 'last-resort' option.

As a follow-up of this, NCERT has attempted to infuse work across the subject areas and also contributed in the development of the National Skill Qualification Framework (NSQF) for the country, which was notified on 27 December 2013. It is a quality assurance framework that organises all qualifications according to levels of knowledge, skills, and attitude. These levels, graded from one to ten, are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF sets

common principles and guidelines for a nationally recognised qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities.

It is under this backdrop that Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent of NCERT has developed learning outcomes based modular curricula for the vocational subjects from Classes IX to XII. This has been developed under the Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of the Ministry of Human Resource Development.

This textbook has been developed as per the learning outcomes based curriculum, keeping in view the National Occupational Standards (NOS) for the job role and to promote experiential learning related to the vocation. This will enable the students to acquire necessary skills, knowledge and attitude.

I acknowledge the contribution of the development team, reviewers and all the institutions and organisations, which have supported in the development of this textbook.

NCERT would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

New Delhi
June 2018

HRUSHIKESH SENAPATY
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ABOUT THE TEXTBOOK

Under the legal provisions of Veterinary Council of India Act, the Animal Health Worker delivers services that are defined under Minor Veterinary Practices notifications of respective state governments. It is mandatory for all state governments to identify minor veterinary services like Animal Health Workers and to notify the same in the respective government gazettes. The need for partnership between practising veterinarians and animal health workers to ensure delivery of service to a large number of farmers in remote areas needs no emphasis.

The Animal Health Worker can offer services only under the supervision of veterinarians. For career progression under the National Skill Qualification Framework (NSQF), the Animal Health Worker can study further to become a Dairy Farmer/Entrepreneur (covered in Classes XI and XII). They can work anywhere in India or even seek employment outside the country. Students of this course, have bright chances of seeking admission in Bachelor of Veterinary Science (B.V.Sc.) if they choose to go for higher education. In the B.V.Sc. degree course of Tamil Nadu Veterinary and Animal Sciences University, five per cent of the seats are reserved for the candidates of vocational stream (Source: www.tanuvas.tn.nic.in).

To achieve these objectives, the textbook has been developed with the contribution of many experts. It is hoped that the textbook will be useful for students aspiring for a career in the veterinary field. Adequate care has been taken to align the contents of the textbook with the National Occupational Standards (NOS) for the job role of Animal Health Worker. This will enable the students to acquire necessary knowledge and skills as per the performance criteria mentioned in the Qualification Pack by the Agriculture Skill Council of India.

The textbook has been reviewed by experts from the Indian Veterinary Research Institute so as to ensure that the content is not only aligned with the National Occupational Standards (NOS),

but is also of high quality. The NOS for the job role of Animal Health Worker covered through this textbook are as follows:

1. AGR/N4808 assists in veterinary extension services.
2. AGR/N4810 develops programme implementation and marketing in livestock sector.
3. AGR/N4813 assists in animal welfare, breed conservation and disaster management.
4. AGR/N4821 implements animal breeding services in farm animals.

The textbook has been divided into four units. Unit 1 explains how the Animal Health Worker is expected to assist in veterinary extension services. Unit 2 discusses the various developmental programmes for animal health and their implementation and marketing in livestock sector. Unit 3 covers how the animal health worker can assist in animal welfare, breed, conservation and disaster management. Animal breeding services and their implementation is a central area of importance in dairying and is covered in Unit 4.

It is hoped that this textbook will prove to be useful for students and teachers who opt for this job role. Any further suggestions for improving this textbook are welcome.

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