

A PERSPECTIVE STUDY ON EXPLORATION OF USEFULNESS OF PRESENT VETERINARY EDUCATION SYSTEM IN CAREER DECISIONS AMONG VETERINARY STUDENTS IN ANDHRA PRADESH

Bharadwaja Krishna, M¹, Channappagouda, B² and Bhaskar Mada³

¹Contract Teaching Faculty, Department of Veterinary and Animal Husbandry Extension
Education, College of Veterinary Science, Proddatur, SVVU.

²Assistant Professor, Department of Veterinary and Animal Husbandry Extension Education,
Veterinary College, Bidar, KVAFSU

³M.V.Sc Scholar, College of Veterinary Science, Tirupati, SVVU
E-mail: bharadwaja4@gmail.com

Abstract: The present study was conducted with an aim to explore the usefulness of present veterinary education system in career decisions among veterinary students in Andhra Pradesh. Data was collected from randomly selected 150 undergraduate students from the existing three veterinary colleges (50 from each) under Sri Venkateswara Veterinary University. The results revealed that respondents were equally distributed among themselves, considering gender as the parameter. Care was taken to have equal distribution of all the years and Majority of undergraduate veterinary students opined that the present VCI pattern of education and existing VCI curriculum are not useful, while the duration of the course is quite useful.

Keywords: Veterinary science- Students- Career decision-VCI-Curriculum.

Introduction

In India, Professional and technical education courses, such as agricultural and veterinary sciences exist in order to mainly assist undergraduates in acquiring the various competencies that are needed to achieve employability. The main goal of veterinary curriculum for undergraduates which is implemented by VCI is to prepare practical human resource fit with all necessary knowledge, skills and capacities related to production, clinical care and outreach. Sasidhar (2005) in his SWOT analysis of veterinary and animal science education stated that merit based admission to B.V.Sc & A.H, uniform curriculum for undergraduate education and eminent faculty with strong network were the strengths whereas lack of adequate flexibility in curriculum development, less exposure of students to practical and research methodology at undergraduate level and shortage of faculty in teaching, research and outreach were the weakness.

Veterinary Council of India must be commended for bringing about a uniform and standard course curriculum across all veterinary colleges in India (Bhorke *et al.*, 2004; Jogi, 2004; Sasidhar and Van Den Ban, 2006). Since the inception of Veterinary Council of India in 1984, two curriculums in 1994 and 2008 (Revised) have been implemented and third revision is under process for implementation. When compared to first regulations (1994), VCI has undertaken rapid steps in incorporating several new components which are of practical significance and much important in curriculum for facilitating effective learning and decision making among the undergraduates. Strategic efforts were accomplished to embolden students to participate in various aspects which in order would enable them to develop personality, character expression and other qualities that are necessary for a veterinary undergraduate to function either in solo practice or as a team member when he/she begins his/her independent professional career.

The Present curriculum (2008) comprises of Core Courses (177 Credits of theory and practical), Tracking Programmes (02 out of 12 listed) , Study Circle (02 out of 09 listed), Entrepreneurial Training (01 out of 16 listed activities), Compulsory rotational Internship training programme (06 months) and Comprehensive examination on core competency in veterinary skills (VCI, 2008). Apart from this as a part of core courses also, VCI emphasises the practical exposure to students through clinical exposure, industry visits, rural exposure through extension activities and enhanced learning through assignments/ seminars. Besides providing the basic updated knowledge and skill pertaining to veterinary and animal science, the VCI has also laid emphasis to enable the students to prioritise their areas of interest and in turn a proper and definite career decision. With this uniform curriculum, on an average a student undergoes approximately 5000 hours of theory and practical learning during his/ her five years of veterinary graduation (Sasidhar and Gopal Reddy, 2012). Keeping this in mind an attempt has been made to explore the usefulness of present veterinary education system in career decision among undergraduate veterinary students in AP.

Methodology

Ex-post-facto research design was adopted for the study. Three veterinary colleges, constituent institutes of Sri Venkateswara Veterinary University in Andhra Pradesh were purposively selected for the study as the researcher hails from the state. The data was collected through structured questionnaire from the randomly selected veterinary students, 50 each from three colleges, thus to form a sample size of 150.

Results and discussions

Among the respondents 50.00 per cent were boys and remaining were girls and were studying their under graduation in three respective colleges of SVVU (Table 1).

From the Table 2 it could be observed that majority of graduates opined that the present VCI pattern of education is not useful (63.30 %), useful (26.70%) and most useful (10.00%) and duration of course is useful (56.70 %), followed by not useful (40.00%) and most useful (03.30%) while their opinion with the existing VCI curriculum (2008) indicated that majority feel that it is not useful (58.00%) followed by useful (28.70%) and most useful (13.30%) respectively denoting the need for change in the curriculum for better career selection. Though the uniform system of education prescribed by VCI is followed, its effective implementation due to shortage of resources and faculty remains a question. This may be the reason attributable for the difference. These results are partly in line with Sasidhar and Gopal Reddy (2012) who also reported the uniform curriculum because of present VCI system of education as strength and gaps in curriculum revision as weakness of veterinary education in India.

Summary

1. In the present study it has been found that respondents were equally distributed among themselves, considering gender as the parameter.
2. Majority of undergraduate veterinary students opined that the present VCI pattern of education and existing VCI curriculum are not useful, while the duration of the course is quite useful.

References

- [1] Bhorke, A.P., Ranade, A.S. & Waskar, V.S. (2004) Minimum Standards of Veterinary Education: Experience in Maharashtra. In: Balakrishnan, V. (Ed.), Proceedings of the National Symposium on VCI Regulations Governing Undergraduate Education in Veterinary and Animal Sciences - A Retrospection. Chennai, India: Madras Veterinary College, pp. 4-8.
- [2] Jogi, S. (2004) VCI Regulations: A Boon or Bane of Veterinary Education. In: Balakrishnan, V. (Ed.), Proceedings of the National Symposium on VCI Regulations Governing Undergraduate Education in Veterinary and Animal Sciences- A Retrospection. Chennai, India: Madras Veterinary College, pp. 1- 4.
- [3] Sasidhar, P.V.K. (2005). SWOT analysis of veterinary and animal science education. *Pashudhan*. 31(12): 2.

[4] Sasidhar, P.V.K. and Van Den Ban, A.W. (2006) Management Entrepreneurship and Private Service Orientation: A Framework for Undergraduate Veterinary Education. Journal of Agricultural Education and Extension, 12(3), pp. 201- 211.

[5] Sasidhar, P. V. K and Gopal Reddy, P (2012): SWOT analysis of veterinary and animal science education in India: implications for policy and future directions, The Journal of Agricultural Education and Extension, 18:4, 387-407.

[6] VCI. (2008) Minimum Standards of Veterinary Education Degree Course. New Delhi: Veterinary Council of India.

Table 1: Base line information of study participants (N=150)

Variables	Frequency	Percentage
Gender		
Male	75	50.00
Female	75	50.00
Total	150	100.00
Year of study		
I year	30	20.00
II year	30	20.00
III year	30	20.00
IV year	30	20.00
V year	30	20.00
Total	150	100.00

Table 2: Usefulness of present education system under VCI in their career decisions among veterinary students

Extent of usefulness	Respondents (N=150)	
Present VCI Pattern of Education	Number	Percentage
Not Useful	95	63.30
Useful	40	26.70
Most Useful	15	10.00
Total	150	100.00
Duration of course		
Not Useful	60	40.00
Useful	85	56.70
Most Useful	05	03.30
Total	150	100.00
Existing VCI Curriculum (2008)		
Not Useful	87	58.00
Useful	43	28.70
Most Useful	20	13.30
Total	150	100.00