

USAGE OF ICTs AMONG VETERINARY STUDENTS IN ANDHRA PRADESH: AN ANALYTICAL STUDY

Dr. Kalyana Chakravarthi, M¹, Dr. Bharadwaja Krishna, M², Dr. Nityanand, B³ and
Dr. Kumar, K⁴

¹Assistant Professor and Head, Livestock Farm Complex

²Contract Teaching Faculty, Veterinary and Animal Husbandry Extension Education

⁴Assitant professor, Library and Information Science

College of Veterinary Science, Proddatur, Sri Venkateswara Veterinary University

³Veterinary Assistant Surgeon, Veterinary Dispensary, Palugurallapalli (V),

B. Mattam (M), YSR Kadapa District

E-mail: bharadwaja4@gmail.com

Abstract: Information and Communication Technology (ICT) originally is applied to serve as a means of improving efficiency in the educational process. In the present study an attempt was made to comprehend the usage of ICTs among Veterinary students in Andhra Pradesh. Data was collected from randomly selected 100 undergraduate students pursuing B.V.Sc & A.H in College of Veterinary Science, Proddatur 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 ICT gadgets mostly used by undergraduate veterinary students were mobile phones, computer and television. Majority of the students opined that usage of ICT has great impact and accelerates learning process, improves OGPA, retrieving information is better than library and they could not study without ICT.

Keywords: ICTs-Students-Veterinary science- Usage.

Introduction

Education is the acquisition of knowledge or information that empowers a person towards a better and higher way of life. The field of education is so wide that all activities and experience are embraced in its sphere of work. The process of education involves the transfer of communication of knowledge and skills from one point (source) to another (receiver). During the recent past this process was dependent upon the Chalk and Talk method, but now a drastic change has undergone and Smart Classrooms (fully well equipped electronic web) have been developed. During the past decade efforts to integrate the Information and Communication Technology (ICT) in most aspects of practice in institutions have received a good deal of attention in the educational system (Bashir and Siddiqui, 2012). ICT is becoming an essential tool in our everyday life and also a common tool for teaching and learning process in colleges. Various researches have shown that teachers can use ICT to

deliver lectures more efficiently and effectively in classrooms and students can learn better (DOMA, Deoraj 2009). Technology is only a tool and the success of ICTs in enhancing the delivery of quality education to the needy, without widening the gap, will depend largely on policy level interventions that are directed towards how ICTs must be deployed in college education. It is widely accepted that competence in handling ICT is an important asset and an urgent requirement for citizens in modern societies. It is also believed that ICT will enhance subject learning in colleges.

ICT has its potential among students in Veterinary colleges, in the teaching of subjects, in examinations, in research, in systemic reforms, and above all, in teacher education, overcoming the conventional problems of scale and reach through online, anytime, anywhere. ICT has the potential to improve the quality of life by providing new tools for improving access to information and knowledge management as well as sharing which is a great opportunity for Professional education like Veterinary and Animal science. These days the term ICT has come to mean all technical means used to handle information and aid communication, including computer and network hardware as well as necessary software (Rubab and Seemin, 2011).

The progress and development of any nation in the world mainly depend upon its educational system. Traditionally, our educational system has been almost entirely based on the teacher-centered approach. But now, there is a gradual but definite shift away from this paradigm towards a more student-centered approach. This is due to the influence of Educational Technology and the current ICT explosion. ICTs have influenced nearly every area of our society. Unfortunately, they have not yet succeeded in transforming our concept and practices of teaching and learning. Modern Technology seems to have influenced every area of our society, but it has had very little effect on our conceptions of teaching and learning (Schank, 2007). Students are the future of tomorrow, if their energies are channelized in right direction; they can bring change wherever they go. This change brought by ICTs is most promising aid in the field of Veterinary education, which plays a crucial role in accelerating and uplifting the quality of education at college level. Increased capability in the use of ICT supports initiatives and independent learning, as students are able to make informed judgment about when and where to use ICT to enhance their learning and the quality of their work. From the above evident discussion a decision was made to study the usage of ICTs among Veterinary students in Andhra Pradesh.

Methodology

The present study was conducted in College of Veterinary Science, Proddatur constituent institute of Sri Venkateswara Veterinary University (SVVU) in Andhra Pradesh. The desirable data was collected through structured questionnaire from the randomly selected veterinary students studying B.V.Sc & A.H, 20 each from year (10 boys and 10 girls), thus to form a sample size of 100.

Results and discussions

Among the respondents 50.00 per cent were boys and remaining were girls and were studying their under graduation in College of Veterinary Science, Proddatur under SVVU (Table 1).

From the Table 2 it could be observed that almost all (100.00 per cent) students were using mobile phones, while majority of graduates 96.00 per cent were using computer, 80.00 per cent television, 50.00 per cent of the students were using laptops and 22.00 per cent used Tablet. FM Radio (10.00 per cent) was the ICT less used. As it is quite common in the present society to adopt every change in the field of communication technology, mobile phones are considered as an important communication tool and became the integral part of the society, it is not only a communication device but it also a necessary social accessory. So majority of the students found it necessary in using mobile phone for improving knowledge, get to know what happens around the world, acts as Adviser/Guider/Instructor and mainly aids in retrieving information faster and easy.

The probable reason behind usage of computer by most of the students is that it is considered as a tool for learning activity and improving educational standards. Upon significant observation, half of the students use television as they consider it as a medium for entertainment only. Majority of the students find it quite easy to use computers rather than laptops and tablets because most of the educational institutions today are well equipped with computer labs with Wi-Fi facility and other rationale might be that most of the students could not afford to buy laptops and tablets. The above said results are partly in line with the findings of Bashir and Siddiqui, (2012). Interestingly, the reason expressed by most of the students for not using radio was that there is no FM radio frequency available in their study town.

It is clearly evident from the Table 3 that Majority of the students opined that ICT had a great impact and accelerates learning process, improves their OGPA, used to retrieve information better than library. Most of the students agreed that they cannot study without ICT, while it should be used as teaching aid and use of ICT by teacher during teaching enhances learning.

Interestingly, maximum students come to terms that use of ICT is better than getting information from print materials/hand books and do not find time consuming in using ICT.

In the present days, ICT can be used to solve different types of problems in development of students thinking or in creative activities, to support collaboration among all participants of learning process as a standard component of educational environment might be the reason for majority of the students to use ICT as an important tool of learning.

Summary

The present study was conducted with a decision to study the usage of ICTs among Veterinary students in Andhra Pradesh. The desirable data was collected through structured questionnaire from the randomly selected students studying B.V.Sc & A.H, 20 each from year (10 boys and 10 girls) from College of Veterinary Science, Proddatur. Results revealed that Students of veterinary profession most widely used ICT gadgets such as mobile phone, computer and television and Majority of the students opined that usage of ICT has great impact and accelerates learning process, improves OGPA, retrieving information is better than library and they could not study without ICT.

References

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Table 1: Base line information of study participants (N=100)

Variables	Frequency	Percentage
Gender		
Male	50	50.00
Female	50	50.00
Total	100	100.00
Year of study		
I year	20	20.00
II year	20	20.00
III year	20	20.00
IV year	20	20.00
V year	20	20.00
Total	100	100.00

Table 2: Distribution of respondents based on the usage of ICT (N=100)

ICT gadgets	Usage of ICT by boys		Usage of ICT by girls		Total Usage of ICT by students
	Number	Percent	Number	Percent	
Radio	05	10.00	00	00.00	10.00
Television	42	84.00	38	76.00	80.00
Computer	49	98.00	47	94.00	96.00
Laptops	28	56.00	22	44.00	50.00
Tablets	14	28.00	08	16.00	22.00
Mobile phones	50	100.00	50	100.00	100.00

Table 3: Distribution of respondents based on their opinion of usage of ICT (N=100)

S.No	Opinion of students on usage of ICT	SA	A	DA	SDA
1	Use of ICT has great impact in learning process	78.00	08.00	10.00	04.00
2	Use of ICT accelerates learning process	84.00	06.00	03.00	07.00
3	Use of ICT improves my OGPA	72.00	12.00	10.00	06.00
4	Use of ICT for retrieving information is better than library	68.00	22.00	07.00	03.00
5	I know the way to use ICT, but not interested in using it for learning	12.00	10.00	64.00	14.00
6	I think getting information from print materials/hand books is better than using ICT	10.00	04.00	24.00	62.00
7	I cannot study without the use of ICT	89.00	4.00	06.00	01.00
8	I wish that ICT should not be used in teaching	06.00	0.00	19.00	75.00
9	I find it time consuming in using ICT	04.00	08.00	02.00	86.00
10	Use of ICT by teacher during teaching enhances learning	76.00	12.00	08.00	04.00

SA-Strongly agree, A-agree, DA-disagree, SDA-strongly disagree.