

USE OF EDUCATIONAL TECHNOLOGY IN TEACHING OF VETERINARY SCIENCE AND RELATED CONSTRAINTS

Debasis Ganguli¹

ABSTRACT

Use of various educational technologies has been proved effective in achieving expected terminal behaviour of students in many countries. In India the engineering and management institutes are well ahead in using modern teaching methods and aids than the veterinary institutes in the process of better human resource development (HRD). It is now felt that veterinary science also has to come up with new instructional approaches in the process of making more competent veterinarian to serve our country. With this concept a study was conducted to find out the status of using educational technologies in teaching of veterinary sciences. Majority of teachers were using interactive teaching method. Teaching aids were used rarely by the teachers. A well-designed teaching programme will be helpful to promote the teachers to use interacting teaching methods and aids.

Key Words : Educational technology; Veterinary Science; Student; Teacher;

INTRODUCTION

Veterinary science is becoming more complex and advanced focussing on interdisciplinary and need based approach. However, it is to be more useful to the livestock farmers with the assistance of competent veterinary professionals. Hence, there is a great role of the teachers to make effective learning to produce competent skilled professional in the area of veterinary science. In view of the aforesaid, use of various educational technologies has been proved effective in achieving expected terminal behaviour of veterinary graduates in many countries. Previous research studies have clearly demonstrated the importance of instructional technologies in student learning. Instructional media not only influence the performance and motivation of students but also affects classroom climate measured in terms of classroom ethos (Sharma, 1989). Malik and Punia (1991) reported that educational technology is not for improving the quality of instruction but also to meet challenges of scientific and technical revolution. In our country the engineering and management institutes are well ahead in using modern teaching methods and aids than the veterinary institutes in the process of better human resource development (HRD). It is now felt that veterinary science also has to come up with new instructional approaches in the process of making more competent veterinarian to serve our country. Veterinary Council of India (VCI) has also given emphasis on the use of modern technologies in teaching of veterinary science. Keeping above points in mind the present study was undertaken to identify the teaching methods and aids used by the teachers of veterinary college and constraints faced by them.

METHODOLOGY

The study was conducted at College of Veterinary Science, G.B. Pant University of Agriculture and Technology,

Pantnagar. All 68 teachers of the College were interviewed for the study. Data were collected with the help of pre-tested interview schedule. Use of teaching methods and aids were studied on three-point continuum i.e. Often, Rare and Never. Constraints as perceived by the teachers were identified. The data were analysed by simple statistical techniques.

RESULTS AND DISCUSSION

Use of teaching methods : It was observed that demonstration; interactive lecture and case studies were used oftenly by majority of the teachers (Table 1). 29.31% and 29% teachers often used group assignment and group seminar/presentation, respectively. Field visit and study tours were organised oftenly by 12.06% and 17.24% teachers respectively whereas others used those either rare or never. Dictation and one way lecture were used rarely by majority of the respondents whereas majority of them did not use interactive hand out. The findings was in contradiction with Ingle et al. (1995) who found that lecture method was the most regularly used method by the teachers. The advanced technologies such as video programmes, audio programmes and computer-aided instructions have not been used at all. Intensive training is essential for making the use of these technologies effectively. *Constraints in the use of teaching methods:* The respondents were asked to explain the constraints that reduced the use of various teaching methods. It was observed that most important constraints faced by majority of the respondents (74.13%) were poor response of the students. Other important constraints were insufficient class hours and lack of facilities. Therefore, it can be said that though the teachers were interested in using some techniques, they failed to do so because of these constraints.

1. Training Associate/Asstt.Prof., (Animal Science), KVK, Chaubattia, Ranikhet, Almora

Table 1. Extent of using different teaching methods (N=68)

S. No.	Teaching methods	Respondents		
		Often (%)	Rare (%)	Never (%)
1.	Dictation	0.00	63.79	36.20
2.	One way lecture	0.00	68.96	31.08
3.	Interactive lecture	84.48	15.51	0.00
4.	Group assignments	29.31	51.72	18.96
5.	Group discussion	0.00	55.17	44.82
6.	Group seminar/presentation	50.00	50.00	0.00
7.	Case studies	53.44	46.55	0.00
8.	Field visit	12.06	87.93	0.00
9.	Demonstration	86.20	13.79	0.00
10.	Interactive handout	0.00	10.34	89.65
11.	Study tour/camps	17.24	62.00	20.68

Use of teaching aids: The extent of use of various teaching aids by the teachers revealed that overhead projector (OHP) was the most often used aid for teaching by majority of the teachers (Table 2). The use of black board was next to OHP. Chart, poster, picture, photograph and slide projector were used rarely. Audio record, video record, epidiascope, motion picture and computer were rarely or never used by majority of the teachers. If teaching in veterinary colleges is to be improved serious thinking in this regard is necessary.

Constraints in the use of teaching aids: Majority of teachers (79.31 percent) perceived lack of facilities as the main constraints in use of some teaching aids. Lack of training and lack of preparation time were the other constraints reported by the respondents. Sharma et al. (1991), Singh (1992) and Swant and Khuspe (1986) also found non-availability of aids and lack of technical knowledge to use the aids was among the reasons for non-utilization of audio-visual aids by the

teachers. Therefore, it is obvious that the advanced technologies such as video programmes, audio programmes and computer-aided instructions have not been used at all.

Table 2. Extent of using different teaching aids (N=68)

S. No.	Teaching aids	Respondents		
		Often (%)	Rare (%)	Never (%)
1	Chalk board	75	25	0
2	Chart	0	56	44
3	Poster	0	55	45
4	Picture and photograph	0	79	21
5	Specimen	51	49	0
6	Dummy	30	45	25
7	Model	36	34	30
8	Live animal	37	46	17
9	Audio record	0	0	100
10	Video record	0	17	83
11	Over head projector	91	9	0
12	Slide projector	19	78	03
13	Epidiascope	0	10	90
14	Motion picture	0	0	100

CONCLUSION

The study revealed that though majority of teachers were using interactive methods in teaching sometime it was interrupted by poor response of the students and insufficient class hours. Among the teaching aids, OHP was quite oftenly used by them. Use of other teaching aids were mostly rare and some case they were not used at all. Main constraints faced by teachers were lack of facilities, poor knowledge and skill about different instructional aids. Availability of various teaching aids and systematic training regarding their effective use is essential for improvement in teaching.

REFERENCES

1. Ingle, P.O., Khude, N.R. and Dhanokar, G.R. (1995). Use of educational technologies by the Agricultural University teachers and constraints faced by them. *Maharashtra J of Ext. Edu.* **14**: 161.
2. Malik, R.S. and Punia, R.K. (1991). Nature and extent of use of teaching methods and Aids in HAU, Hisar - A case study. Paper presented at ETCON-91, Bhubaneswar, AIAET Publication, New Delhi.
3. Sawant, G.K. and Khuspe, T.S. (1986). Teaching methods and aids used by the teachers of Mahatma phule Agriculture University. *Indian J of Ext. Edu.*, **22(1&2)**: 71.
4. Sharma, D., Verma, T.R. and Malik, R.S. (1991). Usage of teaching methods and instructional media prevalent in three agricultural universities. In the 24th National Conference of Educational Technolgy, Bhubwaneshwara, Dec., 26-28, 1991.
5. Sharma, M. (1989). Technologies to improve in classroom instruction. *Naya Shikshak/Teacher Today*. Jan. March.
6. Singh, R. (1992). Availability and use of instructional media including U.G.C. programmes, by College teacher of Rohikhand Univeristy, Bareilly, M.Sc. Thesis, G.B. Pant University of Agriculture and Technology, Pantnagar.

