

International Journal of Agriculture Extension and Social Development

Volume 8; SP-Issue 12; December 2025; Page No. 08-10

Received: 19-09-2025
Accepted: 21-10-2025

Indexed Journal
Peer Reviewed Journal

Assessment of attributes of undergraduate veterinary students in North Gujarat

¹KR Chaudhary, ²YA Desai, ³GD Desai and ⁴SJ Jadav

¹Senior Research Assistant, Department of Veterinary & A.H Extension Education, College of Veterinary Science and Animal Husbandry, Kamdhenu University, Rajpur (Nava), Himmatnagar, Gujarat, India

²In-Charge Animal nutrition, Cattle Feed Plant, Mehsana District Co-operative Milk Producers' Union Ltd., Gujarat, India

³Assistant Professor, Department of Veterinary Pathology, College of Veterinary Science and Animal Husbandry, Kamdhenu University, Rajpur (Nava), Himmatnagar, Gujarat, India

⁴Associate Professor & Head, Department of Veterinary & A.H Extension Education, College of Veterinary Science and Animal Husbandry, Kamdhenu University, Rajpur (Nava), Himmatnagar, Gujarat, India

DOI: <https://doi.org/10.33545/26180723.2025.v8.i12Sa.2725>

Corresponding Author: KR Chaudhary

Abstract

The personal attributes of veterinary students influence both their educational outlook and their career aspirations. In this study, five variables related to the personal profile of veterinary students at Sardarkrushinagar Dantiwada Agricultural University in Gujarat were examined. The students' mean age was 20 years. Half of the participants (50.3 per cent) belonged to upper or non-reserved caste groups, and 57.5 per cent originated from rural backgrounds. A total of 41.5 per cent had achieved first-class academic performance or maintained a strong scholastic record. Overall, students demonstrated a notably low level of involvement in extracurricular activities.

Keywords: Academic, age, attributes, caste

Introduction

India, the seventh-largest nation and the second most populous globally, continues to rely heavily on agriculture, which contributes a major share to its national income. Livestock production, in particular, is predominantly maintained by small-scale farmers, with more than 70 million rural families depending on livestock-related activities for their livelihood (Mathialagan, 2007) [7]. Since a majority of veterinary college students come from rural backgrounds, gaining insight into their personal profiles becomes essential for understanding their perceptions of veterinary education. Personal attributes are known to influence future employment preferences and career decisions (Verma *et al.*, 1968) [10]. With this perspective, the present study was undertaken to assess the personal

characteristics of students enrolled in a veterinary college in Gujarat.

Methodology

In order to determine the kind of prospective students taking to veterinary science as a career a study was made about the personal characteristics of the enrolling students of the college of Veterinary Science and Animal Husbandry, located in the main campus of Sardarkrushinagar Dantiwada Agricultural University, Sardarkrushinagar in Banaskantha district of Gujarat state. The data were collected by direct questionnaire from 193 undergraduate students of veterinary college. For measurement of the selected variables the following techniques were used.

Table 1: Selection and measurement of variables

Sr. No.	Variables	Measurement techniques
1.	Native place	As per schedule developed- actual place of living of the respondents
2.	Age	Chronological age of the veterinary college students
3.	Caste	As per classification followed by government admission procedure
4.	Academic achievement	Actual percentage obtained in H.S.C. examination was considered/CGPA of veterinary science and animal husbandry exam was considered.
5.	Participation in extracurricular activities	Scoring procedure developed. (Participation and prize winners were awarded score 1 and 2 respectively.

Results and Discussion

The data on personal characteristics of the students were

analyzed and is presented in Table 2.

Table 2: Distribution of respondents according to their personal characteristics

Sr. No.	Characteristics	Number	Percentage
1.	Native	Rural	111
		Urban	82
2.	Age	17 to 19	76
		20 to 22	93
		23 to 25	24
		Mean score: 20 Standard Deviation: 1.96	
3.	Caste	Schedule Caste	9
		Schedule Tribe	21
		SEBC	66
		General (non-reserved)	97
4.	Academic achievement	Distinction (8.000 & above)	27
		First class (7.000 to 7.999)	80
		Second class (6.000 to 6.999)	57
		Pass class (5.00 to 5.999)	29
5.	Participation in extracurricular activities	Low participation (up to 3 score)	160
		Medium participation (4 to 6 score)	20
		High participation (6 and above score)	13
		Mean Score: 1.85 Standard Deviation: 2.237	

Native place is an important factor in decision making of students for their career choice and planning for future. The data in regards with native of the veterinary students were collected and accordingly they were classified into two groups i.e. rural and urban. A look into Table 2 makes it clear that a more than half (57.5 per cent) of respondents belonged rural areas while a less than half (42.5 per cent) belonged to urban areas. This finding gets support from the observation of Ashwar (2004) ^[5] but contrary to the findings of Patel (2012) ^[8].

Environment plays an important role in educational choices of individuals. Majority of the veterinarians have to serve in villages and devote their career for the wellbeing of animals. In villages students come more in contact with local veterinary doctors and acquire detail information about veterinary education and scope it would provide for veterinary graduates. Moreover being a village resident these students have more affection for animals compared to urban students (Saidur, 2005) ^[9]. These may have reflected in the more number of rural students seeking admission in veterinary education. There is a good number of urban students, might be due to increase in awareness among the people in urban areas regarding veterinary profession, better job avenues for veterinarians even in urban sector, handsome salaries, etc.

The data in regards with age of the veterinary students were collected and accordingly they were classified into three groups as depicted in Table 2. Nearly half of the respondents had age in the range of 20-22 years. While proportion of respondents in age group of 17 to 19 years and 23 to 25 years were 39.4 per cent and 12.4 per cent, respectively. The average age of the respondent was 20.19 years. This finding gets support from the observation of Ashwar (2004) ^[5] and Ajit (2004) ^[11].

This indicates that the students enrolled in veterinary colleges were above 17 years and belonged to different age groups which may be due to the fact that the students join veterinary college only after passing higher secondary school certificate (10 + 2) examination, i.e. after 17 years and get their degree minimum five years i.e. at the age of 22 years.

Considering the categories of reservation on the basis of

caste as per the Government rules, the veterinary students were categorized into four groups, viz., Schedule Caste (SC), Schedule Tribe (ST), Socially and Economically Backward Caste (SEBC) and non-reserved caste (General). The data in this regard are as presented in Table 2. Considering the categories of reservation on the basis of caste as per the government rules, it was observed from Table 2 that half (50.3 per cent) of the respondents were from non-reserved caste categories, whereas the remaining 49.7 per cent belonged to the reserved categories. This finding gets support from the observation of Ashwar (2004) ^[5], Ajit (2004) ^[11], Bhosale (2011) ^[6] and Patel (2012) ^[8].

It is a well-known fact that the literacy rate and social and economic condition of the non-reserved caste is higher than that of reserved castes so they can afford higher education for their children. This may be a probable reason for the majority of the veterinary college students belonging to higher caste.

The data in this regard were sought from the students and also from the academic branch of the college as per academic rules; the students were categorized into four groups as depicted in Table 2. It is observed from the Table 2 that 41.5 per cent respondents were in first class category, while proportion of respondents in second class, distinction and pass class category were 29.5, 14.0 and 15 per cent, respectively. As compared to the findings of Ashwar (2004) ^[5] and Bhosale (2011) ^[6], there is increase in the grade points of students.

It came to knowledge during the personal discussion with students that students during first two years face difficulties but same time it is also true that there is increase in the grade point of students may be due to fact that there is increase number of students from English medium school background.

It was observed that participation in extracurricular activities like athletics and games like Cricket, Khokho, Kabbadi, Volley ball, Basketball, Table tennis, Badminton, Chess, Cultural programmes, Debates, NSS and NCC at college, University, State or at the National level was very low in majority (82.9 per cent) of the students while 10.4 per cent respondents have medium level of participation and only 6.7 per cent were having high level of participation.

This may be due to pattern of semester system education in veterinary faculty, which leads to the students being overloaded with study and examination work leaving them with very less leisure time to participate in other activities. Also the fact that majority of the students belong to rural areas and that they are still in learning process with regard to various games due to which they shy away from active participation till they reach to senior level at college.

Conclusion

Based on the findings, it can be inferred that a considerable proportion of the respondents belonged to higher caste categories and demonstrated strong academic performance. However, their involvement in extracurricular activities remained limited. These observations highlight two important concerns. First, veterinary education needs to be promoted more effectively among students from lower caste groups within Gujarat to ensure broader and more equitable access to the profession. Second, initiatives should be introduced at the institutional level to motivate and support students in participating in extracurricular and co-curricular activities. Such engagement not only enhances confidence, leadership, and communication skills but also contributes to holistic professional development. Strengthening awareness, inclusivity, and student engagement would ultimately benefit both veterinary education and the livestock sector at large.

References

1. Ajit C. Determination of attitude, occupational aspiration and preference for placement. 2004.
2. Anonymous. Veterinary Council of India. A new syllabus. New Delhi, India; 2009.
3. Anonymous. Bulletin of animal husbandry and statistics. Department of A.H. Gujarat; 2011.
4. Anonymous. Annual Report. Gujarat Veterinary Council, Govt. of Gujarat, Gandhinagar; 2014.
5. Ashwar BK. Personal Characteristics of students of veterinary colleges in Gujarat. GAU Res J. 2004;29(1-2):74-6.
6. Bhosale RS. Occupational aspiration of post graduate students of Anand Agricultural University. Anand Agricultural University, Anand; 2011.
7. Mathialagan P. A text book of animal husbandry and livestock extension. International Book Distributing Co.; 2007. p. 546.
8. Patel PR. A study of motivational factors of veterinary students and their attitude of B.Sc. Agriculture students of Gujarat state. Gujarat Agricultural University, Anand; 2012.
9. Saidur R. Opinion of students regarding veterinary education. Indian J Soc Res. 2005;46(1):63-9.
10. Verma S, Singh HK, Sukhbirsing. Characteristics of students enrolled in dairy training course in India. Indian J Ext Educ. 1968;5(3-4):91-2.