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Student-Centred Pedagogical Design in Veterinary Education: A Conjoint Approach

G. Kathiravan*, J. Shilpa Shree, N. K. Sudeep Kumar and R. Thirumavalavan

Department of Animal Husbandry Statistics and Computer Applications, Madras Veterinary College, TANUVAS, Chennai 600 007
[1]ORCID: 0000-0001-6278-7150, [2]ORCID: 0000-0001-5096-3612, [3]ORCID: 0000-0002-0194-6119, [4]ORCID: 0000-0001-558-898X
E-mail: [1]<drkathir@tanuvas.org.in>, [2]<shilpashreej23@gmail.com>, [3]<sudeep66@hotmail.com>, [4]<drthiruna@gmail.com>

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ABSTRACT The MSVE-2016 curriculum by the VCI aims to produce veterinarians with clinical competence, scientific understanding, and socio-economic awareness. Integration of social science subjects, namely, Veterinary and Animal Husbandry Extension Education (VAHEE), Livestock Economics, and Biostatistics, promotes participatory learning and data-informed decision-making. This study examined the instructional preferences of 312 undergraduate students using conjoint analysis. In VAHEE, the training approach (37.64%) and learning style (36.03%) were most valued, with virtual simulations and online modules preferred over field visits and farmer interactions. Students also favoured peer/self-assessment and continuous evaluation over year-end exams. In Livestock Economics and Biostatistics, institutional support (48.62%) and assessment (40.96%) were most influential, with digital resources and peer/self-assessment rated highly. In one-hour theory classes, interaction methods (47.3%) dominated, with preference for hands-on tasks and quizzes. Overall, students preferred interactive, digitally supported, and assessment-integrated teaching, for aligning instruction with MSVE-2016's goals.