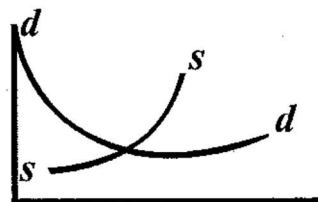


LAND USE

IN



AGRICULTURE



Edited by:
Dr. Alademerin E. A. Ph.D
Odusina O. A.

FIRST EDITION 2009

ISBN : 978 - 978 - 904 - 030-8

All right reserved

No part of this publication may be reproduced, stored in a retrieved sytem or transmitted in any form or any means, electronics, mechanical, photocopying recording, or otherwise, without the prior permission of the copyright owners.

Produced and published by:

ROYAL LINK PRESS

2B, Ademolu Avenue,
Off Irewon Road, Ijebu-Ode.
08055163068, 08035520643.

CHAPTER NINE

OBJECTIVES OF AGRICULTURAL EDUCATION

BY: DR. ALADEMERIN E.A.

9.1. Agricultural education and related development include the whole gamut of teaching, intensive and aggressive research work into (a) the crop and livestock husbandry and production including traditional and others; (b) protection, management and expansion of forest; (c) control of pests and diseases of man and his animals and plants; (d) the conservation and gainful use of soil and water; (e) provision of means of communication appropriate to the need; (f) extension of social services to rural communities; (g) modification of traditional attitudes towards the land where such militate against the satisfactory use thereof; (h) organization and economy of subsistence and other productions (i) total education for able bodied men to engage in disseminating research findings to the rural areas, for researchers who engage in various findings to improve upon plant and animal characteristics”.

The main objectives of agricultural education to the Nigerian child are as follows;

- ❖ To assist Nigerian citizens to develop the attitudes, understanding and abilities regarding agriculture and related fields necessary for future welfare of all and sundry.
- ❖ To develop appreciation of Nigeria's rural heritage and its influence on literature drama and music.
- ❖ To develop the understanding of the influence of agricultural research on farming and other aspects of our society e.g. medicine, statistics and consumer products.

- ❖ To develop understanding of the inter-relationships of agriculture and other segments of the society.
- ❖ To develop the understanding of the influence of the public policy on agriculture.
- ❖ To develop understanding and appreciation for avocational and leisure interests.
- ❖ To assist and make meaningful for the students involvement in the special educational programme for the school and to promote creative activities of students.
- ❖ To promote meaning and practical applications of the content of the other subject matter areas such as the sciences.
- ❖ To provide guidelines regarding the occupational activities of on-farm and off-farm ventures requiring skills and knowledge.
- ❖ To assist in improving the economic efficiency of agriculture and individuals in agriculture and also to develop understanding of the contributions of agriculture to the society.
- ❖ To promote balance and meaning in the total education programmes of the school and of the individuals.
- ❖ To assist present and prospective farmers on their efficiency in farming and non-farm agricultural jobs.

9.2 Importance of Agricultural Education and Training;

Agricultural education is a specialized branch of agriculture which provides a variety of educational activities, experiences and learning needs of individuals with the primary aim of achieving human resource development for rapid growth in the productive areas of agriculture.

Agriculture is being taught at all levels of our formal education-in the primary, junior and secondary levels as primary agriculture, practical agriculture and agricultural science respectively. The subject prior to the

1969 Curriculum Conference had been taught variously and in combination with other subjects as local crafts, gardening, domestic science, rural science etc.

The method of instruction and guidance activities involved in the teaching of the subject at all levels of our formal education enables the learners to constantly relate and associate with the discipline in totality. It is a subject that has so much relevance with our day-to-day activities, as it prepares the child to be directly and indirectly involved with the acquisition of farming skills, knowledge, abilities, understanding and interest in the productive ventures of crop and animal resources.

A vocational oriented approach is required in the teaching of the subject curriculum at all levels of the formal education rather than an academically oriented approach. Appropriate curricula in all areas of subject must be developed, validated and used realistically if students are to be informed and prepared adequately and meaningfully for the world of work. Children need to have a variety of educational programmes which integrate learning by doing. They need activities which merge their world of the school and the home with those of the community, the workplace and their surroundings into a challenging and productive unit.

Agricultural education has helped a great deal in the following areas;

- ❖ Development of knowledge of inter-relationships of agriculture and other segments of the society.
- ❖ In the clearer understanding of the influence of agricultural research on farming and other aspects of human endeavours in our society.
- ❖ The understanding of the influence of the government's policy on agriculture and its relationship to development of the society and the nation.

- ❖ Appreciation for avocational, tourism and leisure interest in our environment.
- ❖ Practical applications of the theoretical content of the other subject matter areas such as the sciences to agricultural occupations.
- ❖ Appreciation of Nigeria's rural heritage.
- ❖ Helping in the development of the correct and positive attitudes and abilities regarding the productive areas of agriculture.

9.3 Modern Forms of Agricultural Education and Training in Nigeria:

Since there are glaring deficiencies in the traditional form of agricultural education and training delivery in Nigeria, many alternative strategies are currently being tried in an innovative educational delivery. Such include;

- ❖ Regular in-service training for teachers and trainers – sandwich courses, professional training courses etc.
- ❖ Workshops and seminars on contemporary issues in agricultural education and training.
- ❖ Collaboration with non-governmental organizations to expose institutions to new grounds.
- ❖ Distance learning and part-time courses.
- ❖ Students Industrial Work Experience Scheme (SIWES) to expose students to practical on the field with adults.
- ❖ Reformed library and information technology services through internet.
- ❖ Linking educational institutions with rural communities and farm settlements.
- ❖ Regular field-trips, excursion and cross visits by trainees.