

**KWARA STATE UNIVERSITY**

**COLLEGE OF AGRICULTURE**

**DEPARTMENT OF ANIMAL PRODUCTION,FISHERIES AND AQUACULTURE**

**A TECHNICAL REPORT OF THE FARM PRACTICAL TRAINING (FPT) & STUDENTS’ INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)**

**UNDERTAKEN AT:**

**TEACHING & RESEARCH (T & R) FARMS**

**KWARA STATE UNIVERSITY, MALETE, KWARA STATE.**

**PERIOD OF: 10TH APRIL TO 6TH OF NOVEMBER, 2023**

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**SUBMITTED TO:**

**THE COLLEGE OF AGRICULTURE, KWARA STATE UNIVERSITY.**

**IN PARTIAL FULFILMENT FOR THE AWARD OF BACHELOR OF AGRICULTURE**

**CERTIFICATION**

This is to certify that I, **OLADOKUN PRECIOUS DEBORAH** with matric number **18D/57IC/00399** compiled this report based on my Student Industrial Work Experience Scheme carried out at TEACHING AND RESEARCH FARM INSTITUTE KWARA STATE UNIVERSITY MALETE,Nigeria from APRIL 2023 to October 2023

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**Student Signature Date**

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**Supervisor Name Date**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor Signature**

**DEDICATION**

I dedicate this my report to my treasured family, friends, and all knowledge seekers, for whom the highest aspiration in life is to use their knowledge to serve their Creator.

**ACKNOWLEDGEMENT**

My deepest and most sincere gratitude, appreciation and acknowledgement goes to Almighty God who has made it possible for me to witness the beginning and the end of this program. I am indebted to my family for their never-ending encouragement and support throughout my academic journey. Their unwavering life and belief in me have always propelled me to do better. Also, I would like to appreciate my friends for being with me on this journey and encouraging me to see this through despite the stress and difficulties encountered. In conclusion, I am forever grateful for the gift of wonderful humans who their immense support fueled my passion and determination to excel. I am grateful to have been blessed with these amazing individuals and organizations. Thank you! I am very much grateful to all the staffs of TEACHING & RESEARCH FARM, KWASU for their endless efforts, disciplines and words of advices towards the acquisition of skills and knowledge. Thanks for been there for me.

I also wish to express my most sincere gratitude and utmost appreciation to those who have in one way or the other contributed morally, spiritually or financially throughout the course of this work.

Above all, I express my profound gratitude to the entire management of T&R FARM who provided me with the necessary training and suitable environment throughout my stay.

OLADOKUN PRECIOUS DEBORAH

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**REPORT OVERVIEW**

The Farm Practical Training (FPT) was undergone at the Teaching & Research farms, Kwasu where intensive practical knowledge in maize, and maize cultivation was achieved and as well as the knownledge of raising piggery, rabbitry, large ruminant and the small ruminant animals were also achieved.

**The six (6) months**  indusrial training was undertaken at **Teaching and research farm,** kwara state University Malete where the practical knowledge in different units of animal production which include: piggery, small and large ruminant were been taught, rearing of pigs by making use of fattening method, feeding of the goat and sheep, cleaning, disinfecting of their pens and maintenance of the regular routine required for breeding.

## CHAPTER ONE

INTRODUCTION

The BSc. (Agricultural Science) degree program is one of the degree programs that are offered at Kwara State University (KWASU). This degree program is unique at KWASU in the sense that it seeks to produce graduates who will put Agricultural profession in agricultural production processing and Marketing.

The National Universities Commission’s (NUC) Benchmark Minimum Academics Standards for Agriculture prescribe that Agriculture students in Nigeria to the professional Bachelor of Agriculture (B. AGRIC) must undergo one-year practical training program which has two components:

**Farm Practical Training (FPT):**

In Nigeria, the curriculum of agriculture at undergraduate level was re-structured by introducing farm practical training (FPT) for students. The study examined students ‘orientation, skill acquisition, level of satisfaction and change in attitude towards farming, constraints and ways of improving FPT. The attitude of youth towards studying agriculture, arising from the stick-and-hoe type of farming predominant in Nigeria, has led to depletion of active labor force in the sector and a recipe for perpetual food insecurity in the country. In order to complement theoretical classroom teaching with experiential learning and enhance youth retention in agriculture, the National University Commission, in 1981, restructured the curriculum of agriculture at undergraduate level by introducing farm practical training (FPT) for agricultural students. If we must achieve agricultural development in terms of reducing poverty, and improving on the prevailing food insecurity in a sustainable manner, we must begin to break new grounds, explore new opportunities and create innovative strategies. These, hopefully will reverse the prevailing poverty situation, youth unemployment, change the negative attitude of youth towards farming as means of livelihood and inject qualified human resources into the extension service delivery of the nation. Knowledge and skills of agricultural producers must keep increasing and changing. Rapidly advancing agricultural production technology requires continuing education of producers regardless of their level of education. FPT has the potential to sustain the enthusiasm of the students in agriculture if properly implemented. There is no other sector that has as much potential to drive poverty reduction initiatives, unemployment and jump-start economic development like agriculture. Various conditions need to be put in place for agriculture to flourish and its potential maximized on a sustainable basis especially effective and efficient provision of agricultural services which include availability of sound technical advice and generation of new productive-enhancing technologies. This braced up the Federal, State governments and her agencies in Nigeria to introduce policies and programs that would enhance the quality of agricultural graduates from the nations’ universities with the expectation that the vibrant youth would replace the aged farmers. One of such initiatives is Farm Practical Training (FPT). This is an attempt to improve the technical know-how of the Nations’ university graduates of agriculture. Ogunbameru (1986) described this as internship or the process of gaining knowledge and practical skill through observation and by doing. This is a form of experiential learning.

**Students Industrial Work Experience Scheme (SIWES):**

The Student Industrial Work Experience Scheme (SIWES) was established by the Industrial Training Fund (ITF) in 1973 to enable students of tertiary institution have technical knowledge of industrial work base on their course of study before the completion of their program in their respective institutions. The scheme was designed to expose students to industrial environment and enable them develop occupational competencies so that they can readily contribute their quota to national economic and technological development after graduation. The major background behind the embarkment of students in SIWES was to expose them to the industrial environment and enable them develop occupational competencies so that they can readily contribute their quota to national economic and technological development after graduation. The major benefit accruing to students who participate conscientiously in Students Industrial Work Experience Scheme (SIWES) are the skills and competencies they acquire. The relevant production skills remain a part of the recipients of industrial training as life-long assets which cannot be taken away from them. This is because the knowledge and skills acquired through training are internalized and become relevant whe kin required to perform jobs or functions.

**1.0**  **AIMS AND OBJECTIVES OF FARM PRACTICAL TRAINING PROGRAMMES**

a. To give students an opportunity to apply theoretical knowledge and skills gained in class to real practice situations and develop the ability to work under real practical conditions in workshops/industrial and large scale farms.

b. To gain practical experience and knowledge in agricultural and engineering works at different levels.

c. To give students a chance to know organizational and managerial problems in engineering activities and develop the abilities to plan, organize and communicate effectively.

d. Learn aspects of human relations, appreciate the manual work and to recognize personnel problems existing in the field.

e. Learn to assess material or process costs and efficiency aspects in terms of production.

f. Understand and develop capabilities to analyze agricultural engineering systems.

**FARM PRACTICAL TRAINING (FPT)**

Otherwise called the ***in situ*** or on campus component of the one year practical training program, FPT was carried out on the University Teaching and Research Farm for 6 months. The 6 months period coincides with the rainy season when a variety of field crops can be easily cultivated.

**1.3 THE COMPONENTS OF THE FARM PRACTICAL TRAINING**

The farm practical training consist of 3 major components:

**Crop Production Sub Programme**

This aspect enables students to physically participate in arable crop production, crop protection techniques, soil fertility management, etc. other areas are farmland measurement, farm layout/design, farm mechanization and workshop practices, on farm processing and storage of crop produce, and their application in agricultural production.

**Animal Production Sub-Programme**

The main objective of this sub programme is to expose students to handling/restraining animals, basic livestock husbandry practices, poultry production, the husbandry of cattle, sheep, goat, rabbits, pig production, fishery and aquaculture and their health management. It also entails their processing, storage and marketing.

**Agricultural Economics and Extension Sub Programme** In this subprogram, students are trained in farm record keeping and analysis, project costing, organization of youths and young farmers clubs, societies etc.

**CHAPTER TWO**

**Farm practical training (ANIMAL PRODUCTION SECTION)**

The production of animal products, such as meat, dairy, wool, and leather, is a multi-billion-dollar-per-year industry and accounts for over half of the value of US agricultural products. The main important of animal production is to meet projected demand for animal products, the industry must streamline production and advance capacity to prevent, detect, diagnose, and treat animal diseases. The animal production section consists of the following units:

* **Poultry Unit**

There was no presence of layers during the 2020/2021 FPT programme, only 100 broilers (Abhor acre) were raised. They were raised under an intensive system using a deep litter system which adequate brooding was done.

* **Rabbitry Unit**

Rabbits as a prolific animal are raised under an intensive management system where forages (*Tridax procumbent*) are fed with concentrates. Male (buck) and female (doe) are placed at different hutches using an Indoor hutch with stable drinkers and feeders cleaned daily. The species include California, New Zealand white, Chinchilla, Dutch and New Zealand Red

* **Piggery unit**

The pigs as a Non-ruminant are raised under an intensive system. The specie in this unit is mainly large white. They were mainly fed with compounded ration which is made up of PKC, wheat oval, corn bran.

* **Small ruminants Unit:**

This unit consists of goats and sheep. It is based on semi-intensive management system. Medications are given, drinkers are always clean. The house/pens are always clean and neat. The forages they eat include: Ayin (*Aenogissus leiocarpus),* Agunmaniye *(Gliricidia), Daniella (Daniella olitorous)* and Maize leaf.

* **Large ruminants Unit:**

This unit consists of the Cattle. It operates on a semi-intensive management system.

* **Fishery and Aquaculture Unit**

It entails mainly *Clarias spp* which breeding was also made.

The FPT animal sub section started on 8th of March, 2021 which began with Orientation at the T&R farm by the HOD of animal science department Prof. Friday Apata and other lecturers of the department.

**2.0** **RABBITRY SECTION**

The rabbitry section of the farm entails various species of rabbit. The rearing method adopted is an intensive system using an indoor hutch. The hutches are constructed in such a way that it ensured security against predators and shades

The following are the breeds found in this unit:

**Dutch:** It a very wide band of fur around their body at the shoulder as well as white stripe down the middle of their faces.

**Chinchilla:** the colour is blue grey and with a white belly and thick fold of skin around their chest which gets obvious as they mature.

**New Zealand White:** they have good mothering abilities and are preferred in market because of their coat colour and prolificacy.

For the rabbits they are recommended crude protein level in dry matter of ratio 14-18 %. They can handle up to 25% fat in diet depending on their age though digestion of cellulose is low.

They are always fed twice in a day and their main feed is the natural *Tridax procubens* supplemented sometimes with Concentrate with good and clean water

**IDENTIFYING THE SEX OF RABBITS**

**The** identification of the sex was experimented which involved carrying the rabbits by ears and neck and placing a finger on the side of the genital opening on the abdominal side and pressing it down gently and stretching the organ with finger and for the doe a long slit like every other female and the buck a small rounded tube like structure.

**Some breeds of rabbit**

**Nutrition:** For rabbits, the recommended crude protein level in the dry matter of the ration is between 14 - 18% Cp. Rabbit can handle up to 20-25% fat in the diet depending on their age. The digestion of cellulose is low.

They are once in a day and their main food is

*Tridax procuben.*

Feeds are served in feeding trough and water is served in plate which is conducive for them for drinking.

**2.1** **PIGGERY SECTION**

Piggery unit is a small unit, it consists of 18 pens with 3 pigs (2boars and a Gilt) one adult boar and one young boar with an adult Gilt. Their breeds are large white which the main purpose was to Mate the young boar with the adult Gilt and to fattening the Adult boar. On their arrival, they were quarantined with Cypertop pour on. Each pen has a drinker and feeder which are concretely constructed, and also a wallow bath where wallowing is done. There is a passage at the end of the wallow bath where water and urine are passed out.

The outline of piggery management operation exposed to in course of my training includes:

Daily observation of pig for comfort, activeness, feeding and other responses.

Cleaning and washing of pens, drinkers and feeders

Supply of feeds (both concentrate and supplementary) and water

Removal of faecal droppings.

***Occasionally, the following management practices were practiced:***

**Deworming:** The pigs were dewormed against endoparasites.

**Control of ectoparasite:** The pigs are sprayed with cypertop using syringe and needle with careful and gentle spray (not to touch their nose, eyes and the teat of the breast).

**The pigs were fed the following;**

PKC and corn bran

Supplementary/ forages (Angiossusleucarpus*)*

Cassava peel

Young plant of Daniella

**Also a compounded ration was formulated using the following: PKC, Corn bran, wheat oval, Premix, Salt**

**2.2 SMALL RUMINANTS**

The small ruminant unit comprises of sheep and goats of different breeds. This unit was swept daily, dry forages was fetched for their feeding, drinking water was provided daily, feed was distributed in their feeders and they were allowed to graze around the farm but under supervision.

The type of system used here is the semi – intensive system

**PROBLEMS FACED IN THIS UNIT**

Some of the problems faced here includes

Ectoparasites (tick)

Tick feed on blood and is only present on the animals for short period of time. They cause tissue damage thereby disturbing the health of the animal.

The ticks were removed using the forceps and cramped, spirit swab was used to clean the part. After the removal Oxyteteracyclin injection was applied on the injured part as drug and Oxytetravet Aerosol spray was also applied.

Endo parasites such as tapeworm, etc.

This were taken care of by deworming with the use of Abendazole, tarbendazole etc...

**2.3 LARGE RUMINANTS**

The large ruminant unit consist of cattle of various breeds such as

white Bororo,

Sokoto gudali,

**SOME BREEDS OF CATTLE**

The only routine that is carried out is usually ordered by the lecturers. E.g. practical on animal identification, vaccine administration and deworming.

**2.4 FISHERY UNIT**

The fishery unit of the Teaching and Research contains,

* SA research section
* An integrated farming section

**THE RESEARCH SECTION:**

In the research section, the breeding of fishes was learnt. This starts from the artificial insemination of the fishes to their adult stage. More also, the identification of the sex of fish were learnt.

**SEX IDENTIFICATION**

male catfish have a genital opening that is pointed

female catfish have a genital opening that is wide

To know the female are matured, press the gent of the abdomen towards the genital opening. If the eggs are greenish in color, they are matured but, if the eggs are whitish, they are not matured.

**BREEDING TIPS**

Pick out a healthy adult fish of each sex. In order to breed fish, the first step is to determine the biological sex.

Place the parent fish together in a separate tank. This tank is often known as a spawning tank

Condition the fish to make it robust

inject the matured female with reproductive hormone (ova prim) at 0.5ml/kg of the fish

inject the ova prim dose- ventrally sand use clean towel to cover the head of the fish when injecting

after injecting, leave the female fish in water 8 –12hours

gently strip the eggs out of the female fish

dissect the male fish, bring the testis out and clean with tissue paper

put it in a small bowl and use pin to make hole so that the milt is released (saline water is needed here)

put it a water filled bowl and cover it with clean net

**CHAPTER THREE**

**AGRICULTURAL ECONOMICS SUB PROGRAM**

**3.1 Agricultural Economics**

**The farm record is a statement of facts or information documented of a day-day operations on farm.**

**TYPES OF FARM RECORD**

* **Inventory record**
* **Income record**
* **Expenditure record**
* **Home consumption**

**CHAPTER FOUR**

**CROP PRODUCTION PROGRAM**

**4.0**  **CALIBRATION AND USE OF SPRAYERS FOR PESTICIDE:**

Calibration is the act of checking or adjusting (by comparison with a standard) the accuracy of a measuring instrument.

**4.1**  **LAND MENSURATION PRIOR TO FARM LAYOUT**

The executions of a proper farm layout plan involve taking linear and angular land measurements and categorization of the land slope. Without prejudice to specialist land and soil surveyor, linear and angular land measurement from one point to another may be accomplished by the farm manager, using simple instruments such as measuring tape, ranging poles, and wooden pegs. To carry out the exercise, at least five men are required in a term: comprising a leader, two tape -men, a peg carrier, and the target. Thereafter, distances are measured and marking pegs inserted at desired intervals along the line.

Oftentimes the need arises for right- angled to be made from the baseline (the line that fixes the direction of all the others) or any other line. Although several instruments (e.g. cross-staff, optical square, prism square, box sextant) are designed for this purpose. But these may not be readily available. Hence a measuring tape may be used for setting out a right-angled turn, based on the Pythagoras theorem. The process involved is illustrated in the figure1

a

b

c

If A is the point along the line P1 P2 at which it is desired to make a right-angled turn, measure 40m from A to B. P in the beginning of the tape at A and the meter mark at B, as in diagram above. Hold the table at the 3 at which it is desired to make a right-angled turn, measure 40m from A to B. P in the beginning of the tape at A and the meter mark at B, as in diagram above. Hold the table at the 3rd meter mark and pull it tight to mark out the triangle ABC, having a right angle at A.AC is therefore a perpendicular line to P1 P2

The knowledge of mapping and Soil profile identification and characteristics (color, structure and texture) was achieved.

**4.2 FARM LAYOUT**

Farm layout or farm design may be described as the orderly arrangement of roads, crop fields, research plots and windrows, as well as building, utilities, and erosion control measures on the farm. On large and small farms, as well as plantations, it is essential that these and other structures be well laid out, so as to facilitate easy accessing and inspection of every nook and cranny.

**FARM LAYOUT TECHNIQUES:** The techniques we used during the farm layout was an old method due to unavailability of some certain infrastructure needed for farm layout such as ranging pole, stethoscope and other equipment needed. The farm layout measurement includes the following;

Wooden pegs

5-man power (a target, man, peg carrier,2 tape men and a supervisor)

Measuring tape (30 meter)

Supervisor

**4.3 ACTIVITIES CARRIED OUT ON THE FARM**

Crops were grown on the plots of land which includes;

1) Maize  *Zea mays*

3) Soybean *Glycine* *max*

5) Sorghum *Sorghum* *bicolor*

6) Cowpea *Vigna* *unguiculata*

**4.4** **GROWING OF CROPS (*MAIZE PRODUCTION*)**

The farm operations were grouped into

a. Pre-planting operations

b. Planting operations

c. Post-planting operations

**4.4.1 PRE-PLANTING OPERATIONS**

Pre planting operations are the operations that are performed before planting of the crops were done before planting. This includes

**Land clearing;** the clearing of the land was done with the aid of tractor. This is because, the land to be used here is very large and ordinary human labor cannot be depended on to clear it faster. The land clearing took up to two weeks due to some complications caused by the tractor. After using the tractor to clear the land, we used cutlasses and holes to fine tune the areas the tractor could not reach

**Ploughing;** this is the second stage of the pre planting operations. Ploughing is also done with the aid of tractor mounted plough.

**Ridging;** after ploughing, the next pre planting operations performed was ridging. The tractor mounted ridger was used to ridge.

Herbicide application was done with the use of knapsack sprayer which contains atrazine 500 and paraquat 250.

**4.4.2 PLANTING OPERATIONS**

Planting operations involves all the activities carried out in the sowing of the maize seed, varieties of samaz yellow maize. The planting was done by myself using crude method (hoe). The seeds were planted 2 seed per hole with an intra-spacing of 0.38m2 and an inter spacing of 1.0m2 respectively. Drilling method was used in planting of maize.

Planting date of maize: 13th of july 2023.

**4.4.3 POST PLANTING OPERATIONS**

The post planting operations include

Herbicide application

Thinning

Weeding

Insect and pest control

Fertilizer application

Harvesting and Bagging

**4.4.4 Herbicide Application**

Atrazine 80WP as pre emergence.

Paraquat as post emergence herbicide The herbicides were applied with the aid of a Knapsack sprayer. 131.49ml of atrazine and paraquat of 153.3ml was dissolved with 20 liters of water. 

**Thinning**

Thinning is a term used in agricultural sciences to mean the removal of some plants or parts of plants, to make room for the growth of others. Selective removal of parts of a plant or parts to make room for the growth of others.

**WEED CONTROL**

The crop field was sprayed with the mixture of pre-emergence (atrazine and paraquat) at the ratio of 2:1 respectively before planting (9th of June, 2021). Other methods of weed control and management was also applied such as Cultural Method (early planting, optimum plant spacing, good quality of seed etc.), Physical Method (Hand pulling, hoeing).

**4.4.5 FERTILIZER APPLICATION**

1st dose of fertilizer NPK 20:10:10 was applied during the period of vegetative growth through side place method of fertilizer application.

2nd dose UREA 45-46% nitrogen was applied through Side placement method of fertilizer application.

**4.4.6 DISEASES AND PEST CONTROL**

Insect that attack the maize is ARMY WORM (Spodoptera exempta).The maize plot was later sprayed with insecticide called DDforce (Profenofos 40% cypermethrin 4% EC) which is a broad spectrum insecticide and systemic insecticide with the use of knapsack sprayer at 1ooml/16L of water in a knapsack sprayer which is applied by each student on individual plot. This help to control pest infestation and enhance rapid growth and control.

**4.5 CROP HARVESTING**

The harvest was a dry harvest i.e. a situation where by the maize was left on the field to lose all it moisture content.

**PROCESSING AND STORAGE**

The harvested maize was shelled using the maize Sheller and the cob was separated from the grains, the shelled maize was bagged and stored in the storage.

**4.5 COWPEA PRODUCTION**

The pre-planting operations remain the same as that of maize.

**4.5.1 PLANTING OPERATIONS**

Planting operations involves all the activities carried out in the sowing of the seed. The planting was done by myself using crude method (hoe). The seeds were planted 2 seeds per hole intra spacing and inter spacing of 0.13m × 1m.

**4.5.2 POST PLANTING OPERATIONS**

The post planting operations includes:

- Pruning - Weeding

- Thinning - Insect and pest control

- Weeding

**Thinning**

Thinning is defined as the process of reducing the plant per stand to an accurate minimum so as to prevent competition for space, nutrients etc. here the plant per stand were reduced to 2 plants per stand.

**4.5.3 Weeding**

These processes were carried out as done on the maize grown.

**5.0 WORKDONE WITH EXPERIENCE GAINED DURING SIWES**

**I had experienced on** **how to** plant crops by myself following the farm operations which are; pre-planting, post-planting operations. Planting of soybean, sorghum maize and cowpea had exposed me to practical of the theory taught in class and the knowledge acquired.

**5.1 EQUIPMENT USED, THEIR FUNCTION WITH DETAILED DESCRIPTION OF THEIR USAGE**

* Peg is used for demarcating of land
* Seed is used for sowing
* Fertilizer (NPK, UREA) is used for rapidly growth of planted crops
* Herbicide (ATRAZINE, PARAQUAT,) are used for killing or preventing insect or pest from destroying the crops. It is also used for the removal of excess weeds.
* Knapsack sprayer is used for spraying of herbicides
* Hoe is used for digging and weeding
* Cutlass is used for cutting
* Farm boot is used for protecting against any danger on the farm
* Hand glove is used for protecting hands from harmful things and preventing against cut

**CHAPTER SIX**

**6.0 SUGGESTIONS/RECOMMENDATIONS**

In my own point of view, I strongly recommend that the Federal Government should make it mandatory for all students in higher institution to participate in these programs.

Also, Government should recommend some private firms and Government institutions where students can carry out their training.

Government should also encourage supervisors and students by paying them enumeration.

**6.1** **PROBLEMS ENCOUNTERED DURING THE COURSE OF THE INDUSTRIAL TRAINING**

* Lack of stipends from both government and the establishment to boost the morale of the students during the industrial training.
* Problem of transport, feeding and accommodation which makes it difficult during the course of the program.

**6.2**  **CONCLUSION**

The training and practical received so far has exposed me to things I never knew before practical wise and am so grateful to the Federal Government for the good work they did by introducing this programme to students in the higher institution because it has made a lot of students to acquire skills and experience in their approved course of study thereby bridging the gap between theory and practical.

**CHAPTER FIVE**

**5.0 HISTORY AND MEANING OF SIWES**.

The students’ Industrial Work Experience Scheme (SIWES) was established as a result of the realization by the federal government of Nigeria in 1973 of the need to introduce a new dimension to the quality and standard of education obtained in the country in order to archive the much needed technological advancement. It has been shown that a correlation exists between a country’s level of economic and technological development and its level of investment in manpower development (Oniyide, 2000).

The ITF solely funded the scheme during its formative years but due to the elevated rate of financial involvement, it was withdrawn from the scheme in 1978. In 1979, the Federal Government of Nigeria handed the scheme to both the National University Commission (NUC) changed the management and implementation of SIWES fund to ITF. It was effectively taken over by ITF in July 1985 with the funding being solely borne by the Federal Government.

**FUNDING:** The federal government of Nigeria.

**BENEFIACIARIES:** Undergraduate students of the following agriculture, engineering, technology, environmental, science, education, medical science and pure and applied sciences.

**The federal government, ITF, the supervising agencies, NUC, NBTE, NCE (National Commission for Colleges of Education), Employers of labour and the institutions contribute to one quarter in the management of SIWES.**

**5.1 OBJECTIVES OF SIWES.**

The Industrial Training Funds Policy Document No. 1 of 1973 which established SIWES outlined the objectives of the scheme. The objectives are to:

Provide an avenue for students in higher institutions of learning to acquire industrial skills and experiences during their course of study.

Prepare students for industrial work situations that they are likely to meet after graduation.

Expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions.

Make the transition from school to the world of work easier and enhance students’ contacts for later job placements.

Provide students with the opportunities to apply their educational knowledge in real work situations, thereby bridging the gap between theory and practice.

Enlist and strengthen employers’ involvement in the entire educational process and prepare students for employment in Industry and Commerce (Information and Guideline for SIWES, 2002).

It increases a student’s sense of responsibility.

It prepares students the opportunity to understand informal organizational interrelationships.

It aids students in adjusting from college to full time employment.

It helps students to acquire good work habits

**LINEAR LAND MEASUREMENT**

We started at a point which had already been used for farming activities previously; the point was chosen where its linear direction is horizontal to the slope. A target man was chosen and stayed at the point was marked,10 meters was measured away from the target man and also marked, the land was measured 20 meter away from the tape holder, the second tape man was aligning with target man by the supervisor and when a straight or aligned point is reached the place is marked with a wooden peg and this process is repeated till 100 meter is reached along the horizontal line. After 100 meter is reached 10meters wind-row gap is also measure and align with the 100meters horizontal line.

**LAND PREPARATION AND HUSBANDRY OPERATIONS** The crop fields were prepared with the use of plough, harrow and Ridger. The land was first ploughed to break the soil particles. Harrow was used to level up the land and ridger was used to make ridges.

**.2 DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT**

TEACHING AND RESEARCH FARM.MALETE, KWARA STATE UNIVERSITY, Nigeria.

T & R farm Phone Number: +2348038541125

Email: Jimoh4olayinka@gmail.com

**2.2.1 LOCATION /HISTORICAL BACKGROUND**

**Teaching and research farming Nigeria limited is one of the fast growing productive and integrated farm in Malete, Kwara State. The development has been kept and maintained. The farm is strategically located in Agric road Malete, Kwara State University. To achieve growth& development in the industry we are mindful& considered the list factors and brought ideas together.**

**The managements are focus, they always attend to their customers well& take their complaint serious and timely decisions are taken on important issues concerning the operations& revenue generation of the organization. Presently we are concerned with the sales and production of goat, sheep, pig production as well as colliding our ideas/knowledge& expertise into our services for the mutual benefit of our establishment &our esteem patronizes. We produce the best quality& well nutritious fish, matured body weight goat and sheep that are well fed with highly nutritious feed &maintain well in a good and conducive environment, pigs that are used for fattening that are being fed well with a good matured body weight& were given medication at the right time.**

**At T&R farm, customer relationship is very vital & critical to us because “NO BUYERS, NO SELLERS&NOTHING CAN BE PRODUCE” without their patronizing. We sell at a very competitive price &discount for our customers to grow. We also transport products to our customers in good condition. The company is engaged in the business of small ruminant (goat& sheep), fish and pig. The organization also involve in hatching, smoking, packaging and selling of fish.**

**2.2.2 T&R FARM VISION**

To be the one of the most successful and lead farm that distribute& produces a lot of livestock’s.

**2.2.3 T&R FARM MISSION**

To achieve all their plans based on the progress of the organization & provide employment for youth