



A TECHNICAL REPORT
ON
STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

HELD AT
MINISTRY OF WATER RESOURCES
(9, AHMAN PATIGI ROAD GRA PMB 1390 ILORIN)

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DEDICATION

It is dedicated to Almighty Allah, the giver and taker of wisdom, knowledge and understanding. And Also to my inestimable parents, **MR. AND MRS. AMODU** who happens to be the instrumental of my education, and for their counseling, patience and encouragement given to me.

ACKNOWLEDGEMENT

All thanks to Allah for making this SIWES a reality. My profound gratitude goes to the Head, Department of Tourism Management Department (**MRS. JENET**), Kwara State Polytechnic, Ilorin, Kwara State for his word of advice.

I wish to express my sincere appreciation to some of my lecturers and many to mention but few, for the great wisdom and knowledge impacted in me.

I also used this medium to appreciate the support of my parents, **MR. AND MRS. AMODU** for their physical, moral, spiritual and financial supports that was given to me during the course of my SIWES programmed.

My appreciation will not be completed if I fail to appreciate my SIWES coordinator (**MRS. JANET**) and other staff at Tourism department

ABSTRACT

This report gives the account of the training I undergone at TOURISM DEPARTMENT It includes all the experience I acquired during the course of my SIWES at the tourism training department

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CHAPTER ONE

INTRODUCTION

Students Industrial Work Experience Scheme (SIWES) is a very big aid and a stepping stone to life after school. It is an opportunity given to students to put into practice most of the things that were taught as theory by lecturers in the Institution.

OFFICE TECHNOLOGY AND MANAGEMENT has been a great aid to this programmed because it gives more enlightenment on what Hardware & Software programmed is all about. As a result of this, SIWES gives students more orientation and exposure to students in their course of training.

MEANING OF SIWES

Students Industrial Work Experience Scheme (SIWES) is the accepted skills training programmed, which forms part of the approved minimum academic standards in the various degree programmers for all the Nigerian Universities. It is provided to bridge the gap that exists between the theory and practical.

It is aimed that exposing students to machines and equipment, professional work methods and way of safeguarding the work areas and workers in industries and other organizations.

OBJECTIVE OF SIWES

- To prepare students for the work situations they are likely to meet after graduation
- To provide an avenue for students in the Nigerian Institution to acquire industrial skills and experience in their course of study
- To strengthen employer's involvement in the entire educational process of preparing institution graduates for employment in industry
- To provide students with an opportunity to apply their theoretical knowledge in real work situation, thereby bringing the gap between institution work and actual practice.
- To expose students to work methods and techniques in handling equipments and machinery that they may not available in universities.

HISTORY OF SIWES IN NIGERIA

In the earlier stage of science and technology education in Nigeria, students were graduating from their respective institution without any technical knowledge or working experience. It was in this view that students undergoing science and technology related courses were mandated for students in different institution in the view of widening their horizons so as to enable them have technical knowledge or working experience before graduating from their various institutions. The Students Industrial Training Funds (ITF) 1973 to enable students of tertiary institutions have basic knowledge of industrial works base on their course of study before the completion of their program in their respective institutions. The scheme was designed to expose the 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 embankment of students in SIWES was to expose them into industrial environment and enable them develop occupational competencies so that they can readily contribute their quota to national economical and technological development after graduation. The major benefit acquiring to students who participate consistently in SIWES are skills and competencies they acquired.

The relevant production skill remain the part of the recipients of industrial training as long as assets which cannot be taken away from them. This is because the knowledge and skills acquired through training are internalized and become relevant when required to perform jobs or functions.

CHAPTER TWO

OVERVIEW OF THE ORGANIZATION

The organization of water resources is a critical issue globally, and several organizations are working to improve its management. An office refers to a space or location where an organization or individual conducts business, administrative, or professional activities. This can include government ministries, corporate offices, or even home offices. In a broader sense, an office can also refer to a position or role held by an individual, such as a government office or a corporate executive office. Additionally, the term "office" is also associated with software applications like Microsoft Office, which provides a suite of productivity tools including Word, Excel, PowerPoint, and more.

The International Water Resources Association (IWRA) is a key player in this field, providing a global forum for knowledge sharing, research, and policy discussions on water resources management. they have various task forces focused on specific areas like groundwater, water quality, and climate change.

The World Bank is also actively involved in improving water resources management worldwide. They provide financial and technical assistance to countries to help them achieve water security and sustainable development. some of their initiatives include:

DESCRIPTION OF WORK DONE

During my training program, the first week of resumption, I was shown all the departments in the organization through which I was attached into one of the department I was oriented on how to make good relationship with customers as far as office work is concern. Normal meeting time starts in the morning at 8:00am to 8:30am which lasts for thirty minutes in which I was punctual throughout.

CHAPTER THREE

VARIOUS DEPARTMENTS AT THE NIGERIAN MINISTRY OF WATER RESOURCES

- ❖ **1. Water Resources Management Department**
- ❖ **2. Irrigation and Drainage Department**
- ❖ **4. Water Quality Control Department**
- ❖ **5. Engineering Department**
- ❖ **6. Planning, Research, and Statistics Department**
- ❖ **8. Human Resources Department**

GENERAL EXPERIENCE ACQUIRED

Water Resources Management

1. Water policy development: Contributing to the development of water policies, laws, and regulations.
2. Water resources planning: Participating in the planning and management of water resources, including water supply, irrigation, and drainage.
3. Water quality management: Assisting in the monitoring and management of water quality, including testing, analysis, and enforcement.

Project Management

1. Project planning and implementation: Assisting in the planning, design, and implementation of water resources projects, including construction, rehabilitation, and maintenance.
2. Project monitoring and evaluation: Participating in the monitoring and evaluation of project progress, including reporting, budgeting, and scheduling.

Stakeholder Engagement

1. Community engagement: Interacting with local communities, stakeholders, and water user associations to promote water conservation, efficient use, and sustainable management.
2. Interagency collaboration: Collaborating with other government agencies, NGOs, and private sector organizations to achieve water resources management goals.
3. International cooperation: Participating in international forums, conferences, and workshops to share knowledge, expertise, and best practices in water resources management.

Technical Skills

1. Water resources modeling: Using computer models to simulate water resources systems, predict water availability, and optimize water management.
2. GIS and remote sensing: Applying geographic information systems (GIS) and remote sensing technologies to analyze and manage water resources data.
3. Water quality analysis: Conducting laboratory and field tests to analyze water quality parameters, including physical, chemical, and biological characteristics.

Soft Skills

1. Communication and interpersonal skills: Developing effective communication and interpersonal skills to work with diverse stakeholders, including communities, NGOs, and government agencies.
2. Problem-solving and analytical skills: Building problem-solving and analytical skills to identify and address complex water resources management challenges.
3. Adaptability and flexibility: Developing adaptability and flexibility to respond to changing water resources management priorities, policies, and technologies.

Leadership and Management

1. Team leadership and management: Developing leadership and management skills to supervise and motivate teams, including setting goals, prioritizing tasks, and evaluating performance.
2. Strategic planning and decision-making: Building strategic planning and decision-making skills to develop and implement water resources management plans, policies, and programs.
3. Budgeting and financial management: Understanding budgeting and financial management principles to allocate resources effectively, manage budgets, and ensure financial sustainability.

These experiences can be valuable in various careers, including water resources management, environmental conservation, project management, and public administration.

PROBLEMS/CHALLENGES FACED DURING SIWES

I had the most problem searching for a place of attachment for my industrial training because most of the organization rejects my request due to one reason or the other. I encountered the listed below problems during my SIWES program:

- Inadequate funds/financial difficulties
- Inadequate facilities, there is no accommodation facility for the SIWES students which makes the program a little bit difficult for me.
- Inaccessible machines. Most of the SIWES students are banned from some equipments, thus; given less opportunity to operate while they ask us to learn from them while operating it.

CHAPTER FOUR

SUMMARY OF THE WORKDONE

Lucidly, the report tells more about my industrial training held at the MINISTRY OF WATER RESOURCES at 9 Ahman Patigi road GRA MPB1390 ilorin, Ilorin, Kwara State. The experience centres on the knowledge I gained as a student of office Management Technology

RECOMMENDATIONS

I recommended that Government NBTE should make money available for the students that are on SIWES. I also recommended that equipments that should be made available in the school for the students to understand the practical aspect of the study. While this, the duration of the training should be extended for more training experience. Frequent and proper supervision should be made by the school managements to create room for seriousness among SIWES students.

CONCLUSION

The SIWES program undergone at MINISTRY OF WATER RESOURCES at 9 Ahman patigi road GRA PMB 1390, Ilorin Kwara State afforded me an in-depth exposure to some of the practical aspect of office technology and management I was opportune to be directed to ministry of water resources where I was introduced to many things in term of office business..

The programmed has been highly enlightening, interesting, beneficial and successful.

Without this training, the Ordinary National Diploma program (OND) would have been incomplete because it is a program that has really helps students to appreciate all the theoretical aspects of the work given at the institution. The aspiration of which the scheme was undergone was highly achieved.