



TECHNICAL REPORT
ON

STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

Held At

TUNHAM FARM NIGERIA LIMITED

ALONG SMALL LONDON, ORO, KWARA STATE.

By

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SUBMITTED TO:

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DEDICATION

I dedicated this report to Almighty Allah, the Alpha and Omega, the founder of everything.

And also to my parents' **MR. AND MRS. OLANREWAJU** who happens to be the strong foundation of my academic journey.

ACKNOWLEDGEMENT

All thanks to Allah for making this SIWES a reality. My profound gratitude goes to the Head, Agricultural Technology Department, (**MR. BANJOKO**), Kwara State Polytechnic, Ilorin, Kwara State for his word of advice.

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

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

My appreciation will not be completed if I fail to appreciate my SIWES based-coordinator SIWES based-supervisor other staff in the organization.

ABSTRACT

This report gives the account of the training I undergone at Tunham Farm Nigeria Limited, Oro, Kwara State, Nigeria. It includes all the experience I acquired during the course of my SIWES at the Farm.

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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.

Tunham Farm has been a great aid to this programme because it gives more enlightenment on what Agriculture 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 programme, which forms part of the approved minimum academic standards in the various degree programmes 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 equipment 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

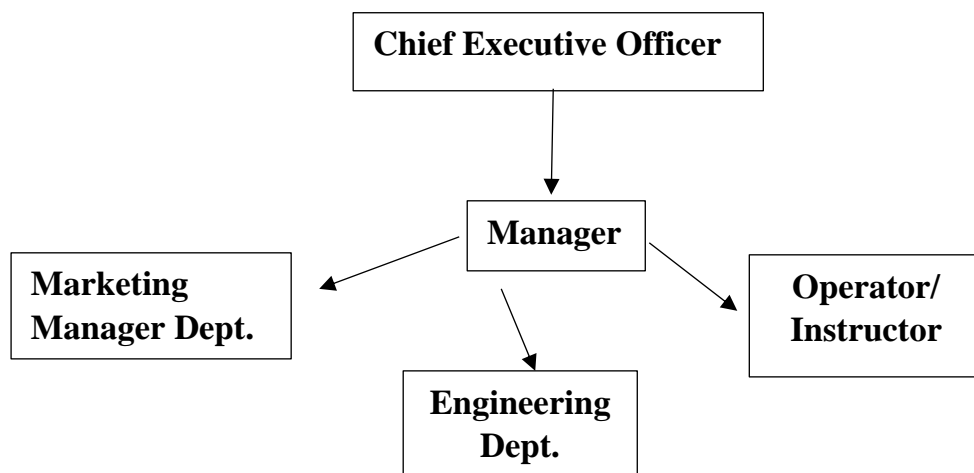
OVERVIEW OF TUNHAM FARM NIGERIA LIMITED

Tunham Farm has been a great assets to this programme because it gives more enlightenment and practical aspect of what Agriculture as a course really up to. It gives students more practical aspects of what Agriculture is all about. As a result of this, SIWES gives students more orientation and exposure to students in their course of training.

BRIEF HISTORY OF THE FARMLAND

TUNHAM FARM is an organization that provides practical solution to SIWES/I.T students, the organization was established in the year 2006 and it location is *Along Small London, Oro, Kwara State.*

ORGANOGRAM OF THE FARMLAND



SERVICES PROVIDED BY THE CYBER CAFÉ:

- Poultry Farming
- Fish Pond
- Maize Farming

CHAPTER THREE

DESCRIPTION OF WORKDONE

POULTRY FARMING

Under this farming process, we learnt how to pick egg without any crack or fault. The daily assignment is to pick egg in the morning and afternoon for proper arrangement in the store. Feeding of the birds and moving the egg to the store for proper recording of the daily number of eggs picked.

Movement of maize produces from Kara Market in Ajase Ipo in Kwara State to the farmland for adequate records. We were assigned to pick eggs in the morning and afternoon and packing them to the store for proper and adequate records. We also feed the poultry birds in the morning and evening.

The feeding of the fish inside the pond is scheduled only in the morning. The fish is being fed for proper development and profit yielded. We also visited the farm fish pond in order to do fish sorting.

DEFINITION OF TERMS

The following are the terms that were made use of, in this department

SHOVEL: This is used to pack the dirt and unwanted stuff in the poultry. We also used it to fill the loopholes in the poultry.

FEEDER: This is used to feed the birds in the poultry. It is used for water and food feeding of the poultry birds

BOWL: This is used to carry the picked eggs to the store. We used the bowl to carry the eggs to the store for proper record

This stands for Hyper Text Transfer Protocol which is the set of rules for transferring files (text, graphic, images, sound, video, and other multimedia files) on the World Wide Web.

FARM BOOT: This is being wore on the farmland for protection against any sharp objects on the farmland. It also protect the legs from any form of dangerous chemicals while spraying.

CUTLASS: This is used to cut weeds on the farmland. Cutlass is used to cut different things on the farmland.

HOE: This is used to make ridges on the farmland for different plantation. It is also used to clear weeds on the farmland.

WHEELBARROW: This is used to carry heavy load from one farmland to another. We also used wheelbarrow to carry the feeds to the poultry to feed the birds.



TECHNICAL SKILLS ACQUIRED

Below are list of skills I acquired during my **Student Industrial Work Experience**

Scheme at TUNHAM FARM NIGERIA LIMITED

- Deep knowledge in understanding poultry Farming.
- Ability to establish fish pond
- Ability to pick eggs with different strategies to avoid being cracked or broken.
- Ability to make egg arrangement to the store.
- Debugging errors and been creative in proper eggs records.
- Learning how to work with different mode/strategies on the farmland.

SOCIAL AND FUNCTIONAL SKILLS ACQUIRED

- ✓ Enhanced communication skills.
- ✓ Ability to identify and solve problems relating to Agricultural produce.
- ✓ Decision making critical thinking, organizing and planning.
- ✓ Ability to work with team.
- ✓ Enhanced teaching and effective learning skills.
- ✓ Good customers services orientation skill

PERSONAL INPUT TO THE CAFÉ

- Teaching and assisting students (Clients) through their lessons.
- Assist students with their codes when not running.
- Running of errands to boost activities in the workplace.
- Check and work with colleague's when challenges occurs.
- Help in arrangement and egg carriage to the customer's car/vehicle.

CHALLENGES ENCOUNTERED

- ❖ Difficulty in seeking for SIWES attachment
- ❖ Lack of transportation fee.
- ❖ Lack of good facilities for web design.
- ❖ I was not paid either by SIWES or the place of my attachment.
- ❖ There are no standard equipment's for learning and practical.
- ❖ The company lacks proper SIWES orientation on how to train student.

CHAPTER FOUR

CONCLUSION AND RECOMMENDATIONS

CONCLUSION

My three (3) months Student Industrial Work Experienced Scheme at **TUNHAM FARM** was a huge success and a great time of acquisition of knowledge and skills. Through my training I was able to appreciate my chosen course of study even more, because I had the opportunity to blend the theoretical knowledge acquired from school with the practical hands-on application of knowledge gained here to perform very important tasks that contributed in a way to my productivity in the company.

My training here has given me a broader view to the importance and relevance of Agricultural Science in the immediate society and the world as a whole, as I now look forward to impacting it positively after graduation, I have also been able to improve my communication and presentation skills and thereby developed good relationship with my fellow colleagues at work. I have also been able to appreciate the connection between my course of study and other disciplines in production a successful result.

RECOMMENDATIONS

- School should provide a place of attachment for student
- Allowances should be paid to students during their programme just like NYSC and not after. This would help them a great deal to handle some financial problems during their training course.
- Supervisor should always visit student weekly in their various places of attachment.

REFERENCE

PAPER WORK

- Student industrial work experienced scheme 2020/2021 handbook
- Farmland record manual by industrial supervisor

LINK

- <http://www.w3schools.com>