



REPORT ON STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

HELD AT

SOFTMIND CYBER CAFÉ & INTERGRATED SERVICES

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CERTIFICATION

This SIWES report is cordially acknowledged and certified by the following dignitaries:

MR. OLUFADI B.A
(SIWES Coordinator)

Sign & Date

HEAD OF DEPARTMENT

Sign & Date

DEDICATION

This report is dedicated to Almighty God for his divine mercy on me and my family who has given me the strength, wisdom, knowledge and understanding in working toward my success, I also dedicate this report to my parent Mr. and Mrs. UTHMAN for their support and to my supervisor for the success of this report.

ACKNOWLEDGEMENT

To God who owns life, I wish to express my sincere appreciation and gratitude for seeing me throughout my duration in Kwara State Polytechnic and for making my vision come to reality, also for His Goodness, Mercy, Provision and Grace upon my life.

My profound gratitude goes to my sincere appreciation goes to My Dear Parent Mr. and Mrs. UTHMAN may God be with you.

My special thanks go to the Head of Department and the Entire staff of Marketing Department, Institute Of ,Kwara State Polytechnic for sharing wealth of experience with me in my course of study.

Furthermore, thanks goes to my honorable and diligent supervisor for his advice, guidance and adequate encouragement relish from him which has contribute in no small measure to the success of completion of this report.

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CHAPTER ONE

1.1 INTRODUCTION

SIWES is an acronym for student industrial work experience scheme, SIWES is also an effective instrument used for exposing students to the realities of the work environment in Nigeria especially, and the world in general in the various professions so as to achieve the needed technological advancement of the alms of SIWES which are:

- To provide for the student opportunities to be involve in the practical aspect of their respective disciplines. Thus, bringing the gap between the theoretical aspect taught in the class to the real world situations.
- To expose students to latest developments and technological.
- To prepare students for industrial working environment that they are likely to meet after graduation.

1.2 BRIEF HISTORY OF SIWES

The student industrial experience scheme (SIWES) is a skill training programme designed to expose and prepare students of universities, polytechnics, college of technology and others, for the industrial work experience, they are likely to meet after graduation.

The scheme also afford student to the opportunity of familiarizing and exposing themselves to the needed experiences on handy equipment and machineries that are usually not available to their institution.

The industrial training fund (ITF) founded the scheme during its formative year in 1973-1974 as the financial involvement becomes unbearable to the fund, it withdraw from the scheme in 1978, the federal government handed over the scheme in 1979 to both the national board for technical education (NDTE) and the national universities commission (NUC). Later, the federal government in November 1999 inverts the management and implementation of the SIWES programme to ITF and it was effectively taken over by the industrial training fund in July 1995 with the funding being solely borne by the federal government.

1.3 IMPORTANCE AND OBJECTIVES OF SIWES

In the regard to the handbook, the specific importance of the SIWES are:

- To provide an avenue for students in institution of higher learning to acquire industrials skills and experience in their cause of study.
- To prepare for the industrial work experience they undergo after graduation.

- To prepare students with an opportunity to apply for knowledge in real work situation thereby bringing the gap between theory and practice.
- To satisfy accreditation requirement set by NBTE.
- To provide students an opportunity to see the real world of their discipline and consequently bridge the gap between the classroom and real work situation.
- To enable students assess internet suitable for their chosen profession.

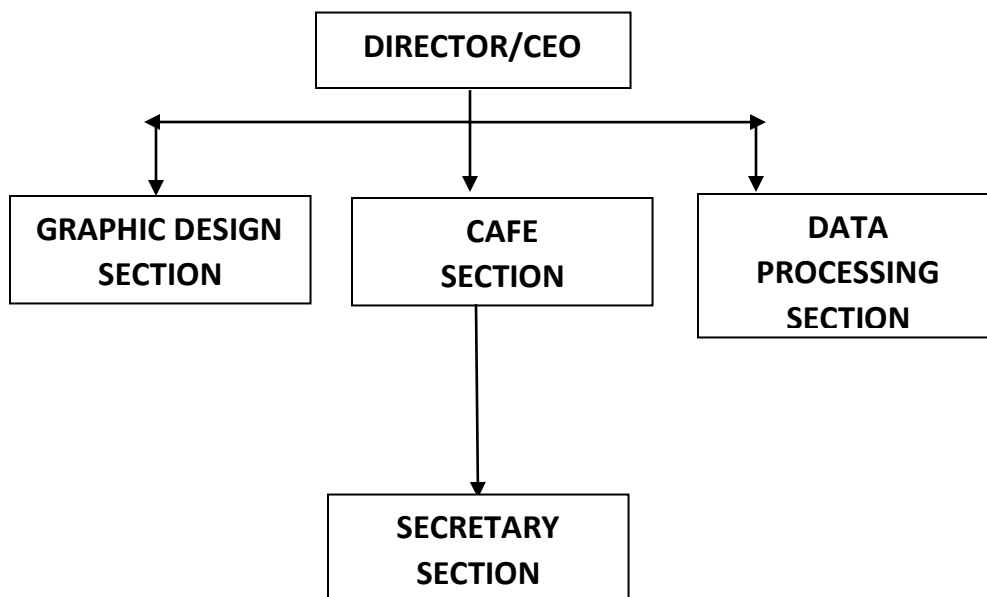
CHAPTER TWO

BACKGROUD/BRIEF HISTORY OF THE ESTABLISHMENT.

2.1 The Establishment location and structure *Softmind Cyber Café & Integrated Services* is a citadel of learning which was established in the year 2013, located at *Yankari, Opposite Intercontinental Hostel, Kwara State Polytechnic, Ilorin Kwara State*. The Institution has two sections; with Eight (8) working system, 6 laptops and two (2) desktop.

Meanwhile, the organizational chart is simply the diagram showing the position of workers, department and office.

ORGANIZATION CHART



AN ORGANIZATION CHART OF SOFTMIND CYBER CAFÉ & INTERGRATED SERVICES

2.2 VISION, MISSION AND OBJECTIVE OF THE ESTABLISHMENT

The organization is to set the standard for On- Site computer solutions through fast, on-site service and response. Our customer will always receive one on one personal attention at a very affordable price .Our customer service available.

OBJECTIVES

- I. Making computer literate as a self employment
- II. Making computer easily for young and old people
- III. Show an awareness of what the major computer components and how they act as a system
- IV. To prepare students who wish to go on to further studies in computer science and related subjects
- V. To foster among students an interest and confidence in using computers
- VI. To use computer application software in solving problems

2.3 MANAGEMENT OF THE ESTABLISHMENT

The Management of *Softmind Cyber Café & Integrated Services* consist of the Director, The SIWES Coordinator I.T Officer and The Student Coordinator

- The director control, oversee and direct the overall affair of the institution
- The SIWES and Student Coordinator; Attend, lead, direct and guide both the SIWES and I.T students in all activities pertaining to computer programs.

CHAPTER THREE

NATURE OF WORK, ACTIVITIES, SKILLS AND EXPERIENCE GAIN ON SIWES

The ICT department is located directly under the Managing Director (MD) and is headed by the ICT Manager.

ICT department has an office which is the helpdesk where you can find the ICT manager, Information Technology Service Manager (ITSM) and a handful of IT students

The ICT department is further divided into 4 arms:

Helpdesk: This part of the ICT department acts as a call centre. Users in the organization call the Helpdesk when they have any challenge with their computers. The Helpdesk receives user's calls, logs the calls in a CALL SHEET and forwards the challenge to the appropriate arm of the department that will resolve the call. After the call is resolved, the person who resolves this call must get in touch with the Helpdesk, informing them that the challenge has been resolved.

Network Communications (Netcom): This arm of the department is involved in resolving challenges that are related to computer networking within the Agency. This concerns the local intranet and internet connections. It also manages the connections between the Agency's headquarters, regional office, local and international airports.

Business Operations Support (BOS): This arm of the department is involved in resolving challenges that are related to the hardware and software components of the

computers used within the Agency. The BOS handles procurement and installation of new computer systems, repair of existing computer systems and preventive maintenance of the computer systems.

Training Centre: this arm of the department is responsible for training the agency's staff and IT student on utility programs that are relevant for business operations in the agency. Staffs and IT students are trained to use the computer.

EXPERIENCE GAIN IN SIWES

- ❖ Undergraduates may acquire their desires
- ❖ Have more knowledge on he/she have not learn before
- ❖ It may learn much doing the 3 month period of my internship
- ❖ I had learnt a lot about development website e.g. editing video and designing poster

CHAPTER FOUR

PROBLEM EXPERIENCE AND SOLUTION DURING THE SIWES PROGRAMME

PROBLEM EXPERIENCED:

- I. Lack of supervision and care
- II. Lack of support
- III. Limited I.T spaces
- IV. Transportation problem
- V. Lack of orientation by the school and department on SIWES Programmed

RECOMMENDATION

- I. Proper SIWES orientation by the schools and department
- II. Adequate supervision and care
- III. Organization employers support
- IV. Provision of I.T spaces
- V. Provision of support by the school management I.e. Money, Food and Material e.t.c.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

CONCLUSION

Progress in many of the basic computing and information technologies has been rapid in recent years, and the committee does not expect the pace of change to slow down in the foreseeable future. While some technologies are reaching maturity now, many important technologies have enormous future potential. As more of the world's information is digitized and more people and things are networked, the economics of the digital, networked economy will become ever more important. This includes the ability to make copies of goods and services at almost zero cost and deliver them anywhere on the planet almost instantaneously. Furthermore, digitization of products, services, processes, and interactions makes it possible to measure and manage work with far more precision

RECOMMENDATION

1. Provide training to teachers on the ICT tools and how to use them creatively, incorporating them into a participatory teaching approach
2. Use ICTs with non-ICT resources, such as mini blackboards, a cheap and invaluable teaching aid
3. Choose cheap netbooks (e.g. the Classmate netbook) over Android-based tablets which may be promising in the future but currently make keyboard-based entry activities difficult
4. Don't mix multiple ICT devices within a single class if cost and maintenance problems are an issue
5. Invest time in setting up and configuring computers well so that tech problems don't interfere with lesson planning or class time