



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

HELD AT

MUSFAITH VENTURES

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BY

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DEDICATION**

This report work is dedicated to Almighty Allah who give me strength, protection, guidance throughout the programme. It is also dedicated to my parent

MR. AND MRS. SALAWU

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CHAPTER ONE

INTRODUCTION

1.1 OVERVIEW OF SIWES

The Student Industrial Work Experience Scheme (SIWES) exposes students to industry-based skills necessary for a smooth transition from the classroom to the world of work. It affords students of tertiary institutions the opportunity of being familiarized and exposed to the needed experience in handling machinery and equipment which are usually not available in the educational institutions and seeing firsthand the practical experience of some theoretical knowledge gained in the course of study.

Participation in SIWES has become a necessary pre-condition for the award of Diploma and Degree certificates in specific disciplines in most institutions of higher learning in the country, in accordance with the education policy of government.

1.2 BRIEF HISTORY OF SIWES

The Student Industrial Work Experience Scheme (SIWES) is an initiative, which was established in 1973 by the Industrial Training Fund (ITF) to help bridge the gap between acquired classroom education and skills necessary for work in the industry.

Before the inception of the scheme in 1973, there was glaring evidence that inadequate practical exposure of students in tertiary institutions posed serious challenges to both the quality and standard of engineering and technological education in our nation. This resulted in half-baked engineering graduates who needed to undergo a form of training (Industrial Training) to be suitable for employment in industries and firms.

In order to forestall the threat that could bring about industrial regression, the Federal Government through the Industrial Training Fund (ITF), which was established by decree, 47 of 1971 introduced the Student Industrial Work Experience Scheme in 1973.

SIWES exposes students to machines and equipment, professional work methods and ways of safeguarding the work areas and workers in industries and other organizations. It helps the student to know the link between what was learn in the university and what is actually practiced on site. It further helps students to appreciate their field of study better, thereby also determining which area of specialization to go into to contribute to technological development of this nation.

The scheme involves the students, the universities and the industry (employers). It is funded by the Federal Government of Nigeria and jointly coordinated by the National Universities Commission (NUC) and the Industrial Training Fund (ITF).

SIWES orientation is usually done to intimate students with the rudiments of industrial training before they are being employed. At the end of the industrial training (IT), successful students whose logbooks were verified and approved by ITF officials are paid SIWES severance allowance.

OPERATORS OF THE SIWES PROGRAM: The industrial training fund (ITF), employers of labour, the higher institutions and some coordinating agencies like Nigeria Universities commission (NUC). National Commission for civic Education (NCCE) and National Board for Technical Education (NBTE) are the operators of this program.

FUNDING: The Federal Government of Nigeria fund this program.

BENEFICIARIES: Undergraduate students of the following: Agriculture, Engineering Technology, Environmental, Science, Medical Science and pure and Applied Sciences.

DURATION:: Four months for Polytechnics, Four months for Colleges of Education, and six months for the Universities.

1.2.1 AIM AND OBJECTIVES OF SIWES

AIM:

The aims of the Student Industrial Work Experience Scheme (SIWES) are as follows:

- To expose students to industrial based skills necessary for smooth transition from classroom to the world and the applicability of work done in various schools to meet the industrial demand.
- To bridge the gap existing between theoretical aspects of what is being taught in the lecture rooms and practical aspect what is actually gained in the field.
- To expose students to the challenges they are likely to come across upon their graduation from the university and to adequately expose students to professional work methods.

OBJECTIVES:

- ✓ Expose students to work methods and techniques in handling equipment and machinery that may not be available in the universities.
- ✓ Prepare students for the work situations they are likely to meet after graduations.
- ✓ To provide an avenue for students in the Nigeria Universities to acquire industrial skills and experience in their course of study.
- ✓ To make the transition from the University to the world of work easier, and enhance students' contacts for later job placements.
- ✓ Provide students with an opportunity to apply their theoretical knowledge in real work situation, thereby bridging the gap between University work and actual practice.
- ✓ Enlist and strengthen employers' involvement in the entire education process of preparing University graduates for employment in industry.

CHAPTER TWO

2.1 BRIEF HISTORY OF MUSFAITH VENTURE

Musfaith Venture, a privately owned company, was established on January 1, 2020, in Sagamu, ogunstate .

Initially located at ogunstate , the company experienced rapid growth, prompting a relocation to its permanent site.

Founded by Mustapha Nofiu Adigun, Musfaith Venture has become a significant contributor to Nigeria's healthcare sector.

The company manufactures a diverse range of products for human being use, including paints like: Better coat paints, white paints etc.

Under Mustapha Nofiu Adigun leadership, the company has expanded its operations, becoming one of the best among employers in the state.

2.2 OBJECTIVES OF MUSFFAITH VENTURE

- Uninterrupted payment of staffs bonuses and presentation of stipends.
- To provide good qualified security officers for the company.
- To provide good health amenities.

- Sensitization and creating of awareness on waste refuse management.

2.3 INTRODUCTION TO THE HUMAN RESOURCES DEPARTMENT

The affairs of the firm are headed by the HOD of Admin and HR with assistance from the partners, who all constitute the management team. Human resource management department is tasked with three main functions, namely, the recruitment and compensation of employees, and designating work. The HOD of Human Resources is responsible for professional development of the staff in the firm. He is also involved in the review of the activities carried out by the various human resources team. The HOD reports to the Council Manager. There are five teams working under the Admin and HR department.

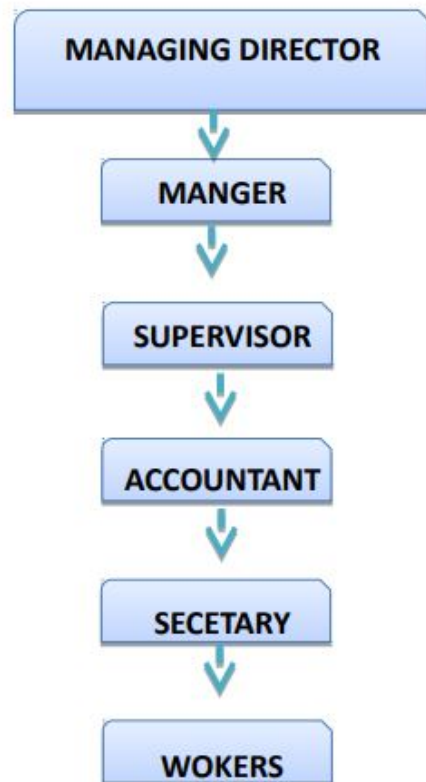
I. The **Workforce planning and Recruitment Division** are responsible for the recruitment, deployment, interviewing and transferring of staffs in the organisation.

II. The **Learning and Development Division** is responsible for any new developments in the organisation and research and seminars.

III. The **Employee Relation Division** is responsible for the welfare of staffs in the organisation

IV. **HR Measures And Accountability Division** is in charge of the monitoring the behaviours of staffs and giving awards to staffs that are diligent in their works.

V. The **General Admin. Division** is responsible for all the daily activities, making expert observations and managing staff allocated to each human resources assignment.



CHAPTER THREE

3.1 DESCRIPTION OF ACTIVITIES UNDERTAKEN

This section provides a detailed explanation of the tasks and responsibilities performed during the industrial training. Activities may include:

- ❖ Supplier selection and evaluation
- ❖ Purchase order processing
- ❖ Inventory control and management
- ❖ Vendor negotiations and contract management
- ❖ Logistics and supply chain coordination
- ❖ Documentation and record-keeping
- ❖ Market research and procurement planning

3.2 PRODUCTION OF PAINTS

This section details the process of paint production observed during the SIWES experience. Topics include:

3.3 Raw Materials Used

Pigments: Provides color and opacity (e.g., titanium dioxide, iron oxide)

Binders: Holds the pigment particles together and ensures adhesion to surfaces (e.g., acrylic resins, alkyd resins)

Solvents: Controls the paint viscosity for application (e.g., water for water-based paints, mineral spirits for oil-based paints)

Additives: Enhances specific properties such as drying time, mildew resistance, and UV protection (e.g., anti-settling agents, biocides)

3.4 Production Process

Weighing and Mixing: Proper proportioning of raw materials to ensure quality and consistency.

Dispersion: The pigment is dispersed into the binder and solvent using high-speed mixers to create a uniform paste.

Grinding and Milling: Further breakdown of pigment aggregates using specialized equipment such as ball mills or sand mills.

Blending and Adjustment: Additional components are added to modify viscosity, gloss, and durability.

Filtration and Quality Control: The mixture is filtered to remove impurities and tested for viscosity, drying time, and color accuracy.

Packaging and Storage: The final product is packaged into containers, labeled, and stored under controlled conditions before distribution.

3.5 Procurement Role in Paint Production

Sourcing and Procurement of Raw Materials: Identifying reliable suppliers for pigments, binders, solvents, and additives.

Vendor Evaluation and Selection: Assessing suppliers based on quality, cost-effectiveness, and reliability.

Inventory Management: Ensuring adequate stock levels while minimizing waste and excess inventory.

Cost Control and Budgeting: Managing procurement expenses to align with company financial objectives.

Logistics and Supply Chain Coordination: Ensuring timely delivery of raw materials to maintain uninterrupted production.

CHAPTER FOUR

4.1 CHALLENGES FACED

I encountered the following challenges during the period of my industrial attachment:

- I submitted applications to several organisation and firms in Ogun state and also visited the organisations before one of the organisation, Musffaiith Venture could offer me a place for the four months' industrial attachment.
- It was difficult for me to get acquainted with the firm and its environment within a very short time since the firm did not organize any formal orientation for me.
- Busy schedules of staff (who were often on field assignment made it difficult for them to pay enough attention to industrial attachment students.
- Inadequate number of computers in the Admin. and HR department, hence, I had to wait for my own turn to use the computer.
- My transport expenses in a week are much cost because it is far from my house. I sometimes find it difficult because of the transport fare.

4.2 SUMMARY

Student industrial work experience scheme programme has exposed me to the basic knowledge of the activities carried out in Sagamu local government Council Development Area. During the period of my industrial attachment, I actually participated in dispatching and receiving of outgoing and incoming mails to other departments and organisation, assisting in conducting staff monthly verification, assisting in typing of memos, sorting of files, I also assisted in carrying out administrative duties in the Admin. and HR department such as filing, typing and printing of memos.

4.3 CONCLUSION

The compulsory supervised student industrial work experience scheme (SIWES) gives students the opportunity to apply knowledge gained in the university to real work environment, exposing students to practical work methods not taught in the university as well as assessing students' interest in the occupations they plan to undertake in future. The program should, therefore, be sustained and the period extended.

4.4 RECOMMENDATION

- ★ Students should attach significant importance to industrial attachment as it enables them to blend academic work with that of the industry.

- ★ Students should exhibit good character and conduct at their various places of industrial attachment in order not to tarnish the image of the polytechnic .
- ★ Furthermore, if the students live up to expectation, their employers would be encouraged to give opportunities to other students to carry out their industrial attachment in such organizations in future.
- ★ Organizations accepting students for industrial attachment should ensure that students are taken through some form of orientation course to enable them to have enough knowledge about the organization and the functions they are expected to perform.
- ★ Based on the students' reports, the 0
- ★ Polytechnic should prepare a list (database) of employers who offered students opportunities to serve in their establishments. Students wishing to go for industrial attachment in future might find the database useful in their search for organizations that would be willing to accept them.

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