TECHNICAL REPORT ON STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

UNDERTAKEN AT

MINISTRY OF AGRICULTURAL, SANGO AREA ILORIN KWARA
P.M.B 1383, OLD JEBBA ROAD SANGO ILORIN KWARA STATE

YAHAYA AJARAT IMISIOLUWA
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DEDICATION

This SIWES report if dedicated to Almighty Allah, creator of heaven and the earth.

ACKNOWLEDGEMENT

All thanks to Almighty Allah, the creator of the worlds, for His protection, mercy, goodness and favor throughout my SIWES programme and also for improving to pass through part of the hurdles of my education.

My special appreciation goes to my parents MR. and MRS. Yahaya May God abundantly reward you all (Amen).

Special thanks to all my friends and colleagues who stood by me till now with their patience and understanding to make little out of no time for them to guide and correct me throughout the period of his work and to my SIWES thank you all.

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CHAPTER ONE

1.1 INTRODUCTION TO SIWES

In the early stages of Business Administration, Nigerian Student were graduating from their respective Institutions without any technical knowledge or working experience. According to Akereloja (2008), acquisition of practical skills is an antidote of meaningful development in any society. In accordance with Akereloja's view, Odiagha (1995) also posits that practical knowledge is learning without which mastery of an area of knowledge may be too difficult to achieve and that practical knowledge involves developing skills through the use of tools or equipment to perform tasks that are related to a field of study.

As a result, the Federal Government of Nigeria introduced the Student Industrial Work Experience Scheme (SIWES) programme in Tertiary Institutions in 1975 to ensure acquisition of field practical knowledge and skills by Students before graduation, and to further expose Students to Industry based skills that are necessary for smooth transition from classroom to the labour world, providing the students with the basic prospects to be part of real work situations outside the lecture room. Thus, it became obligatory for Students in Tertiary Institutions, mostly those studying Business Administration related courses to embark on SIWES programme in order to acquire practical knowledge and working skills prior to graduating from their various institutions of learning. To this end, the Business Administration profession like other course professions require practical skills. Hence it became imperative for Students of Urban and Regional Planning to embark on the SIWES programme so as to acquire the necessary practical skills required for the profession before graduation

1.2 DEFINITION OF SIWES

The student industrial working experience scheme is a Program that constitutes immensely to building of technical skills available to the Nigeria economy, which are needed for the national industrial development.

1.3 HISTORICAL BACKGROUND OF SIWES

The Student Industrial Work Experience Scheme (SIWES) was established in 1973 by the Industrial Training Fund (ITF). Prior to the establishment of the Scheme, there was a growing concern among our Industrialists that graduants of our institutions of higher learning lacked adequate practical background studies preparatory for employment in industries. It is against this rationale for initiating and designing the scheme was hinged.

Consequently the scheme affords students the opportunity of familiarizing and exposing themselves to the needed experience in handling equipments and machinery that are usually not available in their institutions so as to smoothen their entry into industrial practices on completion of their studies and also reduces period spent in training fresh graduates as new employees.

1.4 AIMS AND OBJECTIVES OF SIWES

SIWES is strategized for skills acquisition, therefore, the key aim is to bridge the gap between theory and practice by exposing students to the industrial environment and enable them to develop occupational competences so that they can readily contribute their quota to national economic development and technological advancement after graduation.

The Specific Objectives of the Scheme as outlined in the Industrial Training Funds Policy document no.1 of 1993 are as follows:

- To provide placements in industries for students of higher institutions of learning approved by relevant authorities (NUC, NBTE, NCCE) to acquire experience and skills relevant to their course of study.
- Prepare Students for the real work situations they will meet after graduation. Expose Students to work methods and techniques in handling of equipment and machinery that may not be available in school. Makes transition from School to the labour World smooth and enhance Student contact for later job placement.
- Provides Students with the opportunity to apply their knowledge in real life work situation thereby bridging the gap between theory and practice.

1.5 REASONS FOR TRAINING

Reason for the industrial training are as follows:

1. The knowledge acquired in the classrooms are not enough due to lack of practical
2. The program has also helped to distinguish between class and practical work
3. Class room theories cannot be compare with the practical work done on the field.
4. The Siwes program has proved a means of opportunity for students to handle some sophisticated equipment not found in the school

1.6 THE MAJOR DOCUMENT OF ITF

1. PLACEMENT LETTER: This is the formal letter of the placement to be submitted to any employer by each students

2. THE JOB REPORTING FORM: This form is to be completed by students before he/she settle down with the employer. The information on the form will assist the central and department during supervision visits. Failure to return this form is taken as non participant in the program.

3. THE TRAINING LOG BOOK: This has to be completely filled daily and signed weekly by industrial based supervisor, and this logbook carried detailed information about work carried out daily, the logbook must be with you daily.

CHAPTER TWO

2.1 MAJOR ACTIVITIES AND MISSION OF THE ORGANIZATION

The aims and objectives of the Kwara State Ministry of Agriculture and Rural development include:

- The achievement of self-sufficiency in basic food supply and the attainment of food security;
- Increased production of agricultural raw materials for industries;
- Increased production and processing of export crops, using improved production and processing technologies;
- Generating gainful employment;
- Rational utilization of agricultural resources, improved protection of agricultural land resources from drought, desert encroachment, soil erosion and flood, and the general preservation of the environment for the sustainability of agricultural production;
- Promotion of the increased application of modern technology to agricultural production; and,
- Improvement in the quality of life of rural dwellers.

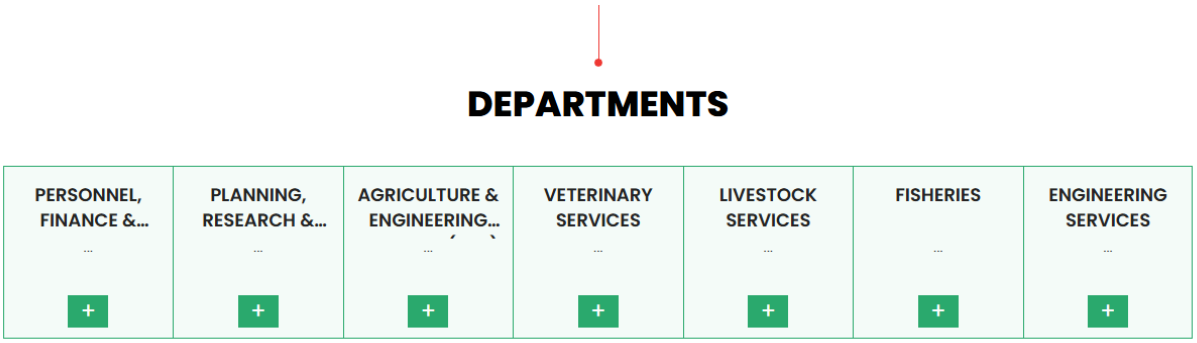
2.2 MANDATE OF THE MINISTRY

- The Ministry is responsible for the formulation and implementation of government policies on agriculture in the state.
- The development and expansion of agricultural potentials to ensure food security, create wealth, employment and provide raw materials for industries and produce for domestic consumption and export.
- The Ministry is also responsible for clearing and cultivation of farm land including irrigation and land reclamation.
- Dissemination of data collected in relation to agriculture to individuals (student, researchers) and institution such as University and Central Bank of Nigeria.
- The provision of enabling environment for peasant farmers and citizens to engage profitably in mechanized agriculture and promote all-season farming.
- In addition to the above, you will find attached useful relevant documents that provide additional information on the mandates of the Ministry, its departments and agencies.

2.3 ORGANIZATIONAL VISION STATEMENT

To position Kwara as the leading and most efficient food producing State in Nigeria and West Africa by harnessing her enormous agricultural resources, human capital potentials and strategic geographical location in order to ensure food security, create wealth, decent employment for the teeming youths and women, provide raw materials for secondary production sector as well as produce for domestic and international consumption, there by leading to Rural development increased IGR of the the State and ultimately improving the standard of living of Kwarans.

2.4 ORGANOGRAM HISTORICAL CHART



2.4 HISTORICAL BACKGROUND Ministry of Agriculture

The Federal Ministry of Agriculture and Food Security (FMAFS), formerly known as the The Federal Ministry of Agriculture and Rural Development (FMARD), was established in 1966 with a clear vision to ensure food security and promote agricultural sustainability in Nigeria.

The Ministry of Agriculture and Natural Resources was created in the year 1966, it has passed through a serial modification of appellations to suit the prevailing climes of mergers and demergers with related sectors.

The Federal Ministry of Agriculture emerged in 1967 along with the creation of 12 States from 4 Regions in Nigeria post Independence. Each State has its own Ministry of Agriculture and Natural Resources.For example Ebonyi State has its own. In April 2010 when Goodluck Jonathan appointed Sheikh Ahmed Abdullah the Ministry of Water Resources became separate

from the Ministry of Agriculture and Rural. The ministry was previously headed by Adamu Bello, Abba Sayyadi Ruma and Sheikh Ahmed Abdullah. Akinwumi Adesina was appointed Federal Minister of Agriculture and Rural Development by President Goodluck Jonathan in June 2011. He was succeeded by Audu Innocent Ogbeh who was appointed by President Muhammadu Buhari in 2015. Audu was not retained by President Buhari for his second term and was replaced by Sabo Nanono in 2019.Mustapha Baba Shehuri is the current Minister of State while Ernest Afolabi Umakhihe is the current permanent secretary for the Federal Ministry of Agriculture and Rural Development.

CHAPTER THREE

3.1 INTRODUCTION TO PEST AND PRODUCE

A pest is any organism harmful to humans or human concerns. The term is particularly used for creatures that damage crops, livestock, and forestry or cause a nuisance to people, especially in their homes. Humans have modified the environment for their own purposes and are intolerant of other creatures occupying the same space when their activities impact adversely on human objectives. Thus, an elephant is unobjectionable in its natural habitat but a pest when it tramples crops

Section 1: Pests

Pests are organisms living and growing where they are not wanted and can cause damage to plants, humans, structures, and other creatures.

Pests can be broken into four main categories

1. **Vertebrate Pests**
   Have a backbone. Examples: Rodents, birds, reptiles, and other mammals

2. **Invertebrate Pests**
   No backbone. Examples: Insets, spiders, ticks, slugs

3. **Weeds**
   Any plant growing out of place.

4. **Diseases**
   Fungi, bacteria, viruses, and other microorganisms.

Discussion

Have students share an example of a pest, why the organism is a pest, and whether the pest is a vertebrate, invertebrate, weed, or disease.

Pests can pose a serious threat to a food supply. A major food crop is corn, which supplies humans with food that we eat, food for animals, and corn ethanol used for fuel. There are many pests to corn, including vertebrates, invertebrates, weeds, and diseases.

Examples

Vertebrate Pests

Deer, raccoons, rabbits, birds, and other creatures can eat the corn crop at various stages of the growth of the corn.

Invertebrate Pests

Cutworms are the larvae of what will eventually become a moth. In the larvae stage, the cutworms live near or below the soil surface. The cutworms feed on corn that has recently emerged from the ground, chewing off the small corn sprouts causing damage that often appears as if the corn has been "cut." Other invertebrate pests can attack corn at various stages of growth.

Weeds

Besides the corn plants, any other plant in the corn field could be considered weeds, as these other plants are competing for water, sunlight, and nutrients with the corn.

Diseases

Blights, rusts, and leaf spots are just a few diseases that can affect corn. Corn blight is caused by fungal pathogens, with lesions developing on the lower leaves and possibly spreading to the whole plant. The corn experiences decreased photosynthesis, with the corn leaves eventually turning brown.

A Step Further: Draw or print images of corn pests as a visual for students.

Activity

Pests in the Corn

Activity Prep

In case a student is unable to participate in the activity, print or write "Vertebrate Pests" on sign or sheet of paper, "Invertebrate Pests" on a second sheet, "Weeds" on a third sheet, and "Diseases" on a fourth sheet. A student unable to participate in the activity can help by displaying the sign once the pest damage is discussed in the activity.

Activity Facilitation

Students will be moving in the activity as they explore how pests can affect corn. As the facilitator, you will be explaining what is happening to the corn and demonstrating the movement, as the students follow you. Students will be standing for the activity and should have some space around them so they can move in the activity and not bump into other students.

1. The activity begins with students becoming the corn seed planted in the ground. Have students crouch down, with their feet on the ground. As the corn seed begins to grow and rises up out of the ground, have students begin to stand. Before standing up completely, tell students to put their head to the left side. Explain that a pest has just attacked the corn. Ask students what pest it was. Response would be a cutworm, which eats the corn as a small corn sprout. We had a pest problem and the corn did not grow.

2. Tell students we are going to try again to grow corn, so assume the first position of the corn seed, crouching down with feet on the ground. As the corn seed begins to grow and rises up out of the ground, have students begin to stand. Have them stand the whole way up, but keeping their arms crossed over their chest. Explain how another plant is growing right beside them. That plant is getting bigger, taking all the water, sunlight, and nutrients. The corn cannot grow anymore, so their arms have to stay crossed over their chest. Explain that a pest has just attacked the corn. Ask students what pest it was. Response would be a weed, another plant that is growing out of place. We had a pest problem and the corn did not grow.

3. Tell students we are going to try again to grow corn, so assume the first position of the corn seed, crouching down with feet on the ground. As the corn seed begins to grow and rises up out of the ground, have students begin to stand. Have them stand the whole way up and put elbows up and out, replicating the leaves of the corn. Explain to the students that brown spots are beginning to appear on the leaves. The spots are getting bigger. Have the students slowly being to drop their elbows back down to their bodies, as the corn leaves are browning and the corn cannot make its own food. Explain that a pest has just attacked the corn. Ask students what pest it was. Response would be disease, such as leaf blight when fungal spores landed on the corn, lesions spread, and the corn could no longer make its own food. We had a pest problem and the corn did not grow.

4. Tell students we are going to try again to grow corn, so assume the first position of the corn seed, crouching down with feet on the ground. As the corn seed begins to grow and rises up out of the ground, have students begin to stand. Have them stand the whole way up and put elbows up and out, replicating the leaves of the corn. Stand for a moment in that

position, as the corn is growing, taking in water, sunlight and nutrients. Explain to students that something is in the corn field, eating the corn leaves. Have them bring one arm down by their side and then bring down the other arm. Explain that a pest has just attacked the corn. Ask students what pest it was. Response would be a **vertebrate pest**, such as deer. We had a pest problem and the corn did not grow.

5. Tell students we are going to try one more time to grow corn, so assume the first position of the corn seed, crouching down with feet on the ground. As the corn seed begins to grow and rises up out of the ground, have students begin to stand. Have them stand the whole way up and put elbows up and out, replicating the leaves of the corn. Stand for a moment in that position, as the corn is growing, taking in water, sunlight and nutrients. Have students make fists with their hands to replicate the ears of corn. Explain that there was no pest problem! The corn has successfully grown and can be harvested for use as food and fuel.

Discussion

Explain to students that farmers have many pest problems to watch for when growing corn. Ask students what else might affect corn growth. Responses could include frost, drought, hail, and other weather factors. Like any living organism, corn needs nutrients, water, and a healthy environment to grow; this includes sunlight, healthy soil, and pest management.

Section 2: Integrated Pest Management

To control pests both in our homes and on crops, integrated pest management is a strategy that we can use. Integrated pest management is a process that uses different ways to control pests. The steps include 1) Identify the Pest, 2) Monitor Pest Activity, 3) Choose Control Methods, and 4) Evaluate Results.

A Step Further

Print or write "Identify the Pest" on a sign or sheet of paper, "Monitor Pest Activity" on a second sheet, "Choose Control Methods" on a third sheet, and "Evaluate Results" on a fourth sheet. Prior to sharing the correct order of the steps, have four volunteers hold the signs (not in the correct order) and have the group hypothesize what is the correct order for the steps of Integrated Pest Management.

The control methods in integrated pest management include cultural, biological, mechanical, and chemical. As homeowners use a combination of ways to control pests, farmers also use these methods but in different ways. Depending on the audience, explain control methods from the example of a mouse in the house and/or the example of control pests in agriculture.

Cultural control means changing the environment. In the home, that can be cleaning up food and keeping the area clean. In agriculture, that means crop rotation in fields, managing the soil for optimum soil health, and choosing resistant varieties, such as corn hybrids that are resistant to a pest.

Mechanical control means physical objects such as traps, machines, and devices. In the home, a mouse trap may be used. In agriculture, plowing and tillage of the soil might be used to control weeds and traps are also used for monitoring insects and catching pests.

Biological controls are natural enemies of the pests, such as animals and other creatures. In the home, that could be a cat that eats the mouse. In agriculture, that can be predators like lady beetles and lacewings, or parasites like wasps and flies.

Chemical controls are poisonous to the pests, such as sprays, dusts, and baits. In the home, mouse bait (a rodenticide) might be used. In agriculture, pesticides are sometimes used to control various pests to crops.

Section 3: Chemical Safety

Chemical control is a control option in integrated pest management. In agriculture, if farmers are applying pesticides to control pests, they often have to be certified pesticide applicators, which means they have to take a test to obtain their pesticide license and attend meetings to learn more information about applying pesticides safely. When farmers use pesticides, they have to read the pesticide label for instructions, wear necessary personal protective equipment, and apply pesticides at labeled rates. By following the pesticide label, they can ensure they are applying the right amount, as applying too much pesticide could severely damage the crop. They also must keep records of their pesticide application and have a safe place to store pesticide products on the farm.

A Step Further

Have images or examples of materials that are used by pesticide applicators, such as a pesticide manual, pesticide labels, personal protective equipment, calibration cups, recordkeeping forms, or pesticide storage sign.

Pesticide applicators must be responsible when using pesticide products. They sometimes choose to use pesticides as pests would otherwise destroy their crop, but they must be good stewards to protect the environment, their families and other people, and also themselves.

Pesticides must also be used responsibly in the home. If you are using any product to control pests, whether they are vertebrates, invertebrates, weeds, or diseases, pesticides must be used responsibly. Examples of pesticide products in our home include rodenticide bait to control mice, flea control for pets, insect repellents, any cleaning product that controls bacteria, viruses, and other diseases, and more. Just like the farmers, homeowners should always read the label and follow the label instructions. Pesticides should be stored properly, out of reach of children, when not in use. Mr. Yuk can be placed on the products to alert family members of a potential poisonous product.

Discussion

Have students share about any pesticides or other potentially poisonous products that might be around their homes. Discuss how those products are used, where the products should be stored when not in use, and what can be done to help keep homes safe from accidental poisonings.

A Step Further

Visit the Penn State Pesticide Education Program website for more resources, including printable activity sheets on integrated pest management and poison safety. *You can also download a copy of this Lesson Plan.*

3.2 INSECT PESTS OF CROP PLANTS

Man

Meaning of crop Pests: A pest can be described as any organism capable of causing damage to

Types of Crop Pests

They render vegetables and fruits unattractive and unmarketable.

Nematode

These bore into plant parts and destroy the tissues of the plants or fruit or seeds. Examples

1. Insects

Spot of injuries by insects may predispose crops to disease attack.

3.3 ECONOMIC IMPORTANCE OF INSECTS PESTS

As follows: beetles, defoliation activities.

Include: bean beetle, stem boners, maize weevils, rice weevils.

b. Piercing and sucking insects

Crop plants.

They increase the cost of production during the cause of controlling them.

1. Insects pests destroy crops in the field through their biting, chewing, boring sucking and

Examples are: termites, grasshoppers, leaf worms, army worms, mantids, locusts, crickets and

2. They cause reduction in viability of stored produce.

a. Biting and chewing insects

c. Boring insects

The insects possess strong mouth parts called proboscis which enable them to pierce through plants and suck liquid materials from plant tissues. Examples are:

Some are carriers or vectors of diseases.

a. Biting and chewing insects

Rodents

Insect pests can be classified into various groups based on their mode of feeding (feeding habits)

c. Boring insects

Aphids, cotton stainers, mealy bugs, scale insects, white flies, minds and capsids.

b. Piercing and sucking insects

Monkeys

Classification of Insect Pests

These possess strong mandible and maxillae (mouth parts) which enable them to bite and chew.

Birds

The profits of farmers are reduced.

CHAPTER FOUR

4.1 HORTICULTURE

Horticulture is defined as that branch of agriculture concerned with growingplants that are used by people for food, for medicinal purposes,and for aesthetic gratification.

Horticulture is divided into the cultivation of plants for food (pomology and olericulture) and plants for ornament (floriculture and landscape horticulture). Pomology deals with fruit and nut crops. Olericulture deals with herbaceous plants for the kitchen, including, for example, carrots (edible root), asparagus (edible stem), lettuce (edible leaf), cauliflower (edible flower buds), tomatoes (edible fruit), and peas (edible seed). Floriculture deals with the production of flowers and ornamental plants; generally, cut flowers, pot plants, and greenery. Landscape horticulture is a broad category that includes plants for the landscape, including lawn turf but particularly nursery crops such as shrubs, trees, and vines.

4.2 CULTIVATION OF EWEDU

Corchorus olitorius prefers a very fertile soil and a hot humid climate; it can tolerate very wet conditions but not waterlogged soil. It can tolerate an annual precipitation between 40 and 429m, an annual average temperature range of 16ºc to 25ºc and a pH in the range of 4.5 to 8.2. Corchorus olitorius can be grown annually

Land Clearing- This involves slashing of grasses and shrubs on the allocated plot. Thereby opening the top soil, the land should also have a good drainage system to enable easy flow of water in order to prevent erosion and flooding there by causing the soil to be waterlogged.

Tilling- This operation is necessary in vegetable production to ease preparation of beds and allow clear aeration of the soil, it can be carried out using basic farm equipment such as hoe, spade or garden fork by turning and breaking of top soil to smaller and finer soil particles.

Preparation of Bed- The bed should be about 1.0m with a furrow of 0.5m, the essence of the furrow is to allow easy passage when carrying out post planting activities such as watering, weeding, fertilizer application, spraying etc.

Manuring- Organic manure like dried poultry dropping can be used

Spraying of Insecticide- This should be done with a knapsack sprayer before planting so as not to contaminate the plants.

4.3 Planting

Drilling method- This is a method for planting small seeded vegetables in rows. Shallow furrows are made at the spacing recommended for the crop and the seed drilled along the furrows (for Corchorus olitorius draw rows on the bed with spacing of 30cm and planting depth of 0.2m) is preferably used when planting Corchorus olitorius, because it reduces overcrowding of the crop and ease all other post-planting operations. The seeds should be mixed in wood ash (sieve the wood ash before mixing it with the seeds) before broadcasting, this helps to prevent root knot in young plants.

Post-Planting Operations

Watering of Beds- Wetting of bed should be done twice daily, early in the morning and in the evening; this should be done into harvesting period.

Weeding- The seeds starts germinating 3 or 4 days after planting, weeding would start 2 weeks after germination.

Thinning and Supplying- Thinning is the process whereby you reduce plants in overcrowded area to give or to make room for the growth of others and Supplying is the practice of providing missing stands of vegetables planted by direct sowing as a result of poor emergence or when seedlings are damaged by pests. The essence of seed supply is to maintain correct plant population. Supplying

of seeds has to be carried out as early as possible after emergence; both operations should be carried out after first weeding.

Supply of Wood Ash- It should be applied to prevent root-knot by nematodes.

Mulching- A mulch is a layer of plant residue or other materials which is applied to the surface of the soil in order to reduce evaporation, run-off or to prevent weed growth. The purpose of mulching is to conserve soil moisture. Mulching also ensure clean fruit, hasten maturity and increase yields. This operation should be done 3 weeks after planting.

Fertilizer Application- Fertilizers like Urea is best for leafy vegetables, but its best one makes use of both Fertilizers and organic manure.

Harvesting

The Corchorus olitorius should be ready to be harvested 3 to 4 months after Planting, harvesting stops when no new leaves are formed or when there is no stand. Harvesting can either be manual by hand picking the fresh leaves or cutting the tender shoots.

4.4 EXTENSION UNIT

Agricultural extension is the process of teaching farmers how to use scientific research and new knowledge to improve their agricultural practices. It's a type of rural development that uses non-formal education.

How does it work?

Agricultural extensionists provide technical advice and information to farmers

They also help farmers get the inputs and services they need to produce their crops

Extensionists pass on new ideas from agricultural research stations to farmers

What are the 5 methods used in extension work in Nigeria?

Chart 1. Classification of extension-teaching methods according to their use

Individual contacts Group contacts

Office calls National demonstration leader-training meetings

Telephone calls Conferences & discussion meetings & workshops

Personal letters Field trips

Extension teaching methods are devices used to create situation in which new information can pass freely between the extension worker and the farming communities

What are the qualities of an extension agent?

Successful extension agents need several specific qualities. You need excellent public speaking skills, and you should be comfortable working with large groups of people. You must understand agricultural education practices, family and consumer science, and have a knack for writing and building presentations.

What are the methods of technology dissemination?

Traditionally dissemination of technological innovations is done by three methods viz; personal contact method, group contact method and mass contact method

What is individual method in agriculture?

Individual or face-to-face methods are probably the most universally used extension methods in both developed and developing countries

What are the types of individual contact method?

Examples of individual contact method are the farm and home visits, office calls, personal letters or circulars and adaptive and minikit trials located at individual farm or home.

What is the definition of group contact?

Group Contact means an InterPayments sales or marketing employee or such other Person as either of them may designate in writing from time to time

What is mass method?

Mass method. In this method, the extension agent communicates with a vast and heterogeneous mass of people, without taking into consideration of their individual or group identity

What is the economics of agriculture?

Agricultural economics or agro-economics is an applied field of economics based on applying economic theory in evaluating the production and distribution of food.

How to make beske with soya bean?

Cooking Instructions

Soak soya beans overnight, then blend with 3 litres of water.

Separate the mixture with the sieve keeping the soya milk in one place and the shaft in another. ...

Pour the milk inside a big pot as the milk tends to boil over and put it on fire, boil for 45mins or more.

How to make Awara step by step?

Cooking Instructions

Remove stones and dirt from the soya beans and soak it.this soften the soya beans.

Blend the soyabeans until smooth.

Dilute it with enough water and sieve it to extract the milk, transfer the milk into a big pot depending on the quantity of your milk and cook on high heat.

What are the ingredients of tofu?

Tofu is made from dried soybeans that are soaked in water, crushed, and boiled. The mixture is separated into solid pulp (okara) and soy “milk.” Salt coagulants, such as calcium and magnesium chlorides and sulfates, are added to the soy milk to separate the curds from the whey.

What is the definition of nutrition?

(noo-TRIH-shun) The taking in and use of food and other nourishing material by the body.

TYPES OF NUTRIENTS

Carbohydrates.

Proteins.

Fats.

Vitamins.

Minerals.

Dietary fibre.

Water.

IMPORTANCE OF NUTRITION?

Nutrition is essential for health and development. It helps you grow, reproduce, and survive. Good nutrition can:

Improve health: A healthy diet can help you live longer, manage your weight, and lower your risk of chronic diseases like diabetes and heart disease.

Support development: Proper nutrition is important for children, adolescents, and pregnant women. It helps with growth, development, and bone, muscle, and brain health.

Support immune function: A balanced diet can help your body fight infections and illnesses.

Support healthy pregnancies: Good nutrition can help with safe pregnancies and breastfeeding.

Support digestive health: A healthy diet can help your digestive system function.

Support mental health: Healthy eating can positively affect your mood.

Support energy levels: Good nutrition can give you energy.

To get enough essential nutrients, you can eat a variety of foods, including:

Fruits

Vegetables

Whole grains

Healthy proteins like meat, fish, eggs, and beans

Healthy fats like unsaturated fats

Dairy

You can also try to reduce your intake of salt, sugars, and saturated and industrially-produced trans-fats.

Generative AI is experimental. Learn more

Nutrition - World Health Organization (WHO)

Nutrition is a critical part of health and development. Better nutrition is related to improved infant, child and maternal health, stronger immune systems, safe...

World Health Organization (WHO)

The Importance of Nutrition: Fueling Health and Well-being

By adopting a balanced diet rich in essential nutrients and making informed food choices, we can harness the power of nutrition to fuel our bodies and live heal...

Longdom Publishing SL

Healthy diet - World Health Organization (WHO)

A healthy diet is essential for good health and nutrition. It protects you against many chronic noncommunicable diseases, such as heart disease, diabetes and ca...

Health benefits of eating well - NHS inform

How to manage your weight. Eating a healthy diet that includes lots of fruit, vegetables, whole grains and a moderate amount of unsaturated fats, meat and dairy...

NHS inform

Benefits of Healthy Eating for Adults | Nutrition - CDC

14 Feb 2024 — Benefits of Healthy Eating for Adults * May help you live longer. * Keeps skin, teeth, and eyes healthy. * Supports muscles. * Boosts immunity. * St...

Centers for Disease Control and Prevention | CDC (.gov)

What Is Nutrition? | Moses Lake Community Health Center

10 Mar 2022 — Nutrition is the study of food and how it affects the health and growth of the body. Nutrients are substances found in foods that our bodies use to g...

Moses Lake Community Health Center

CHAPTER FIVE

5.1 CHALLENGES ENCOUNTER

Honestly speaking, I faced a little bit challenged during my SIWES program;

- The place of my attachment is very far to my house
- Lack of available industry in the location of some student.
- High cost of transport fare from student resident to the location of the attachment.
- Laziness of some student during the attachment.

SOLUTION

- Government should increased their investment on establishing companies for science oriented student.
- Their should be a certain amount to be paid to the student during the attachment.
- Their should be a monthly check on the student during the attachment.

5.2 RECOMMENDATION

I want to say a very big thank you to the government for introducing the SIWES programme which helps in motivating students in their course of study and also to increase the knowledge and understanding of students on their future endeavor.

I will advice the government to ensure the supervisor to supervise all students involved in the program and also encourage them by paying a token amount to the student in order to motivate and release the burden to transport fare being complained by students.

Student should be aware that SIWES is not for money acquisition rather it for knowledge and practical exposure to their course of study.

5.3 CONCLUSION

Student Industrial Work Experience Scheme (SIWES) is a scheme that improved the technical knowledge of student in the Nigerian institution. The scheme expose student to work method and techniques in handling equipment and machinery that may not be available in their institutions. It is a good process that every science oriented course must undergoes.

As for me, the SIWES I undergoes in News and Current Affairs exposed me to the practical aspect of News and Editing. It widening my knowledge and skill on the discipline the scheme equips student properly to fact any future challenges pertaining to the News and interview.

Lastly, big thanks to the Industrial Training Fund (ITF) for the establishment of SIWES which now serves as an opportunity for we students of the Nigerian Institution.