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TECHNICAL REPORT

ON

STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

HELD AT

ABBEY SUCCESS ICT BEST WORLD ENTERPRISES

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DEDICATION

This work is dedicated to the Almighty God, for their love, mercies, guidance and protection during and even after this work.

This work is also dedicated to my lovely and caring parents and wonderful brothers and sisters for their love, support and encouragement.

ACKNOWLEDGEMENT

I wish to acknowledge and thank everyone who contributed one way or the other towards the success of my industrial training.

My special thanks goes to the management and my supervisor for their numerous contribution and effort to make this research a success.

Also, my beloved father and my colleagues for giving me the great opportunity.

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ABSTRACT

This report highlights the experiences and skills gained during the Student Industrial Work Experience Scheme (SIWES). The training focused on developing proficiency in Microsoft Office applications (Word, Excel, and PowerPoint), CorelDRAW for graphic design, and internet research techniques. The program covered essential topics such as document formatting, data analysis, presentation design, logo creation, and email campaign management. While the experience was beneficial, challenges such as adapting to new software, mastering advanced formatting techniques, internet connectivity issues, and technical glitches were encountered. However, continuous practice, supervisor guidance, and self-learning helped in overcoming these obstacles. Overall, the SIWES program significantly improved technical competencies, problem-solving abilities, and workplace readiness.

CHAPTER ONE

INTRODUCTION

1.1 Historical Background of SIWES

The Students Industrial Work Experience Scheme (SIWES), is a skills Development programme initiated by the Industrial Training Fund (ITF), in 1973 to bridge the gap between theory and practice among students of Engineering and technology in Institutions of Higher Learning in Nigeria. It provides for on-the-job practical experience for students as they are exposed to work methods and techniques in handling equipment and machinery that may not be available in their Institutions.

SIWES was established by **ITF** in 1973 to solve the problem of lack of adequate practical skills preparatory for employment in industries by Nigerian graduates of tertiary institutions.

The Scheme 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.

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.

Duration – Four months for the Polytechnics.

1.2 Aims and Objectives of SIWES

Aim of the Study

The aim of the study was to evaluate the impact of SIWES on Technical Skills Development in the Nigerian economy. This is to enable Institutions of Higher Learning and other

Stakeholders assess the performance of their roles in the Scheme.

Objectives of SIWES

1. **To Provide Practical Experience** – SIWES helps students gain hands-on experience in their field of study, complementing their academic knowledge with real-world application.
2. **To Develop Technical Skills** – The program equips students with technical and professional skills relevant to their discipline.
3. **To Enhance Employability** – By acquiring industry-relevant skills, students improve their chances of securing jobs after graduation.
4. **To Familiarize Students with Workplace Ethics** – SIWES helps students understand organizational structure, teamwork, and professional ethics.
5. **To Bridge the Gap Between Theory and Practice** – It ensures that students apply classroom theories in real-life work situations.
6. **To Promote Self-Reliance and Entrepreneurship** – By gaining hands-on knowledge, students can develop skills that make them self-employed or start their own businesses.
7. **To Foster Collaboration Between Institutions and Industries** – SIWES strengthens the relationship between higher institutions and industries, ensuring students get relevant training.
8. **To Improve Research and Development** – Exposure to industry challenges may inspire students to conduct research that contributes to national development.

THE ROLE OF THE INDUSTRIAL TRAINING FUND

The Industrial Training Fund (ITF) was established by the decree 47 of 1971 constitution and charged with the responsibility of promoting and encouraging the acquisition of industrial skills, with the view of generating a collection of indigenous trained manpower, sufficient enough to enhance and meet the needs of the economy so as to promote development. Supervision of students, organizing orientation programs, and disbursing allowances to students are some of the roles played by the industrial training fund in the implementation of SIWES.

THE SCOPE AND IMPORTANCE OF SIWES

The scheme covers all science and technological based students in monotechnic, polytechnics and universities in Nigeria, resulting in a high population of students which is easily managed because of the public and private industries that partake in the scheme. SIWES enables students acquire industrial know-how in their field of study particularly in technological based courses. It also enables students experience the application of theoretical knowledge in solving real life problems.

THE ROLE OF THE STUDENT AND THE INSTITUTION

The role of the student is to partake in the program in such a way that he/she will achieve maximum benefit from the program. The student is advised to ask questions, be submissive, and adhere to all the rules and regulations of the organization where he is attached. Identification of placement opportunities, funding of SIWES supervisors and assessment of the student are some of the roles played by the institutions to ensure smooth running of the program.

CHAPTER TWO

2.1 Introduction to the Organization

HISTORICAL BACKGROUND OF THE ORGANIZATION

Abbey success ICT is a fast-growing enterprise that strives to provide its clients with the prime solutions when it comes to their automation needs, it was founded in 2016 by **MR. ABIODUN JULIUS OGUNLEYE** and since then it has been at the forefront of providing quintessential ICT solutions and consultancy services to its clientele ever since. We run mission-critical ICT systems and manage products, services and solutions for key public sector organizations, parastatals and small medium-sized enterprises across the world.

2.2 AIMS AND OBJECTIVES

Mission

- To provide the world with the most advanced, easy to use information and communications technology products, services and solutions.

Vision

- To become a world-class ICT corporation, empowering Nigeria and the world

Core Values

- Team work, Honesty and Integrity,
- Excellence, Efficiency and Effectiveness,
- Services and Delivery,
- Customer and Customization,
- Vendor Neutrality.

2.3 ORGANIZATION CHART

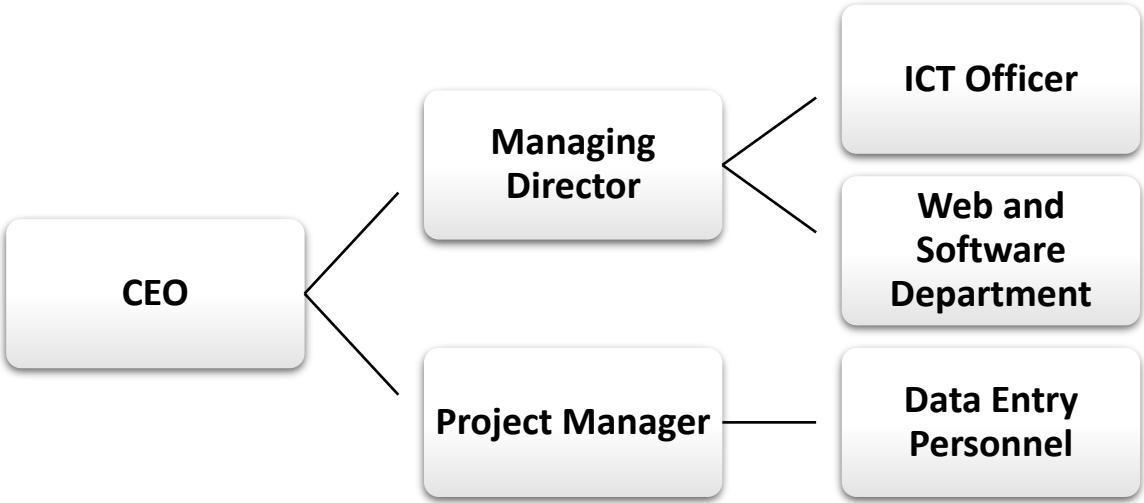


Figure 1.1: Organogram of the Company

CHAPTER THREE

3.1 INDUSTRIAL TRAINING (SIWES) EXPERIENCE

Week 1: Orientation and Introduction to Information Technology

- Understood the course structure and objectives.
- Gained insight into the importance of Information Technology (IT) in professional and daily operations.

Week 2: Keyboard Shortcuts and Taskbar Navigation

- Learned the efficiency of keyboard shortcuts in daily operations.
- Practiced taskbar navigation, keyboard, and mouse shortcuts, including how to change views.

Week 3: Microsoft Word Basics

- Practiced opening, typing, and saving documents in Microsoft Word.
- Developed formatting skills, including text styling, alignment, and layout adjustments.

Week 4: Introduction to CorelDRAW

- Familiarized with the CorelDRAW interface and basic tools such as shape and text tools.
- Practiced designing using shapes, colors, resizing, rotating, and aligning objects.

Week 5: Advanced Microsoft Word Formatting and CorelDRAW Tables

- Learned advanced formatting techniques in Microsoft Word, including headers, footers, and page numbering.

- Practiced inserting images, shapes, and tables in Word documents.
- Worked on creating structured tables in CorelDRAW.

Week 6: PowerPoint Animations and Integrated Project Work

- Explored PowerPoint animations and transitions, including adding effects to slides.
- Practiced maintaining slide layout consistency and design in PowerPoint.
- Worked on a combined project integrating Microsoft Word, PowerPoint, and CorelDRAW skills.

Week 7: Document Formatting and PowerPoint Slide Creation

- Strengthened Microsoft Word formatting skills with a focus on adding images and shapes.
- Created documents with enhanced visual elements.
- Practiced table creation in CorelDRAW and PowerPoint slide design.

Week 8: Advanced PowerPoint Effects and Project Review

- Practiced adding effects to PowerPoint slides for better visual appeal.
- Worked on maintaining slide layout and design consistency.
- Completed a combined project integrating Microsoft Word, PowerPoint, and CorelDRAW skills.

Week 9: Introduction to Microsoft Excel

- Learned the basics of Excel, including creating worksheets and entering data.
- Practiced cell formatting and applying basic formulas such as SUM and AVERAGE for simple calculations.

Week 10: Advanced PowerPoint Features

- Explored advanced PowerPoint features, including Slide Master for consistency.

- Practiced image editing techniques such as cropping, resizing, and applying effects.
- Learned how to use hyperlinks and action buttons for interactive presentations.

Week 11: CorelDRAW and Logo Design

- Recapped CorelDRAW basics and learned fundamental logo creation principles.
- Worked with vector shapes and the pen tool for precise design.
- Practiced creating and editing complex shapes using node editing, gradients, and texture fills.

Week 12: Advanced Excel Functions and Data Analysis

- Reviewed Excel formulas and learned advanced functions such as COUNTIF and IF.
- Practiced data analysis tools, including pivot tables for summarizing data.
- Created a data report in Excel using tables, charts, and analysis tools.

Week 13: Data Visualization and Practical Assessment

- Strengthened knowledge of Excel formulas and functions.
- Practiced data visualization techniques using charts and conditional formatting.
- Created an Excel data report and participated in a practical assessment covering all acquired skills.

Week 14: Internet Research Techniques and Ethical Considerations

- Learned how to find reliable information online using advanced search techniques.
- Discussed ethical considerations in online research, including plagiarism.
- Practiced creating simple email campaigns and managing mailing lists.

Week 15: Advanced Internet Research and Email Campaigns

- Practiced advanced Google search techniques and filtering information.

- Created email campaigns and explored mailing list management.
- Reviewed ethical considerations in online research and campaign creation.

Week 16: Advanced Logo Design and CorelDRAW Techniques

- Recapped CorelDRAW and deepened understanding of logo design principles.
- Enhanced skills in using vector shapes and the pen tool for precision.
- Practiced advanced logo design techniques, focusing on creativity and branding.

CHAPTER FOUR

4.1 CHALLENGES FACED DURING SIWES

Adapting to new software was initially challenging, especially understanding CorelDRAW tools and interface. Applying advanced formatting techniques in Microsoft Word and Excel also required extra effort. Memorizing and efficiently using keyboard shortcuts was difficult at first, and adjusting to different system settings and views took time.

Formatting and design tasks presented difficulties, particularly in aligning objects properly in CorelDRAW and maintaining design consistency in PowerPoint slides. Complex formatting tasks such as headers, footers, and tables in Microsoft Word were also challenging. Understanding Excel formulas like COUNTIF and IF, as well as working with pivot tables and data analysis tools, required additional practice.

Slow internet connection caused delays in research and email campaign tasks. Accessing online resources and troubleshooting software-related issues sometimes took longer than expected. Time management was another challenge, as balancing multiple software learning sessions within a limited timeframe was difficult. Tasks such as designing complex logos or creating structured reports often required more time than available.

Technical glitches, including occasional system crashes while working on CorelDRAW and PowerPoint, interrupted workflow. There were also compatibility issues when transferring files between different software versions. Retaining some of the advanced skills learned, especially when not practiced frequently, was another obstacle. Applying theoretical knowledge to real-world tasks required extra effort and revision.

Ethical research presented initial challenges in identifying reliable sources and avoiding plagiarism. Understanding ethical considerations in email campaigns and digital communication

also required deeper study. Despite these challenges, continuous practice, guidance from supervisors, and self-learning helped in overcoming most difficulties, leading to significant skill improvement.

CHAPTER FIVE

CONCLUSION

The SIWES experience provided valuable hands-on training in Microsoft Office (Word, Excel, and PowerPoint), CorelDRAW, internet research, and digital design. Despite facing challenges such as adapting to new software, mastering complex formatting, handling technical glitches, and managing time effectively, continuous practice and guidance helped in overcoming these difficulties. The program significantly enhanced my proficiency in document creation, data analysis, presentation design, and graphic editing. Overall, SIWES was a rewarding learning experience that improved my technical skills, problem-solving abilities, and preparedness for future professional tasks.

RECOMMENDATION

As a result of difficulties experienced during the four months SIWES program, I would like to recommend the following changes: The duration of SIWES should be extended so as to enable students be more experienced. The ITF should make monthly allowance available for students, so as to put an end to financial difficulties that may arise as a result of transport problems. The Institutions and ITF should help students to get a place of attachment so that the program may commence as planned.

The following recommendations were based on the findings of the study and as a solution to the identified problems.

PROPER COORDINATION AND SUPERVISION OF THE EXERCISE: The various bodies involved in the management of the SIWES exercise i.e. Industrial Training Fund (ITF), NUC, NBTE and NCCE should come together and fashion out a modality that will ensure smooth operation of the SIWES exercise. Efforts should be made to ensure that students attached to the organization are properly supervised to ensure that what they are doing is in line with the objectives of the SIWES exercise.

The various bodies involved in the management of the SIWES programme should liaise with the various industries ahead of time so as to minimize or reduce to the barest minimum the high level of refusal to accept students for their industrial training participation.

ISSUING OF LOG BOOKS/IT LETTERS ON TIME: The log books used by the student during the industrial training period and the IT letters should be issued to the students at the end of the first semester exam as against the end of second semester examination as this will afford the students enough time to search for places that are relevant to their field of study.

EMPLOYMENT OF EXPERTS: The various institutions should endeavor to employ experts in the areas of career development to manage the student's industrial placement centers.