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**TECHNICAL REPORT ON
STUDENTS INDUSTRIAL WORK
EXPERIENCE SCHEME (SIWES)**

**THE REPORT BASED ON THE
EXPERIENCE GAINED AT TUNDEX ELECTRICAL
SOLUTION No.31 BABA JUBU STREET, OFF
AGAYE IJEODODO IJEGUN, LAGOS**

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DEDICATION

This report of student industrial work experience scheme(SIWES) is dedicated to the almighty God who is my source and knowledge. May His Holy name be glorified forever.

ACKNOWLEDGEMENT

I thank Almighty ALLAH, all glory, honour and adoration for mercy received during the course of my study and when undergoing my Industrial Training(IT).

My appreciation also goes to my industrial based lecturer, whose accessibility, untiring effort, patients and guidance and suggestions fabulously contributed to the completion of this report, may Almighty ALLAH continue to guide and protect them and their family.

Mostly, my appreciation goes to the General Manager me Sodiq S.U for accepting me into the organization and support. May God be with him and his household.Ameen

REPORT OVERVIEW

This report was compiled from the activities carried out and experience gained during my 12 weeks industrial training undertaken at TUNDEX ELECTRICAL SOLUTION.

This report discusses the actual work done and practical skills gained during the training period and justifying the relevance of scheme in equipping students with needed practical and technical competence to thrive in the real world .

TABLE OF CONTENT

- **TITLE PAGE**
- **PREFACE**
- **DEDICTAION**
- **ACKNOWLEDGEMENT**
- **TABLE OF CONTENT**

CHAPTER ONE

- **BRIEF HISTORY OF SIWES**
- **IMPORTANCE AND OBJECTIVE OF SIWES**

CHAPTER TWO

- **INTRODUCTION**
- **BRIEF HISTORY OF ORGANIZATION**

CHAPTER THREE

- **EXPERIENCE GAIN / WORK-DONE**

CHAPTER FOUR

- **CHALLENGES / LESSON GAINED**

CHAPTER FIVE

- **CONCLUSIONS / RECOMMENDATIONS**
- **APPENDICES**

CHAPTER ONE

1.0 INTRODUCTION

In October 1971, the federal government established the Industrial Training Fund (IT.F). In its policy • statement No 1 published in 1973, a clause was inserted dealing with the issue of practical skills among the locally trained professional in tertiary institutions especially the University of Technology, Monotechnic, Polytechnics, Colleges of Educations and Technical Colleges. Section 15 Of the policy statement states clearly that "Great emphasis will be placed on assisting certain products of the post-secondary school system to adapt or orientate easily to their possible post-graduation job environments", subsequently leading to the launch of a scheme known as the Student's Industrial Work Experience Scheme (SIWES).

1.1 BACKGROUND

The Industrial Training fund established by decree 43 was introduced in 1971, vis-à-vis the birth of the Students Industrial Work Experience Scheme (SIWES) the same year by the Federal Government of Nigeria (FGN). It is against this background that the industrial training fund (ITF) initiated, designed and introduced SIWES Scheme in 1973 to acquaint students with the skills of handling employers equipment and machinery.

The Industrial Training Fund (ITF) solely funded the scheme during its formative years. However, due to financial constraints, the fund withdrew from the scheme in 1978. The Federal

Government, noting the significance of the skills training, handed the management of the scheme to both the National Universities Commission (NUC), and the National Board for Technical Education (NBTE) in 1979. The management and implementation of the scheme was however, reverted to the IT by the Federal Government in November, 1984 and the administration was effectively taken over by the industrial training fund in July 1985, with the funding solely boned by the Federal Government. It is an integral part of the requirements for the award of Certificates, Diplomas and Degrees in institutions of higher learning, e.g. Colleges of Education, Polytechnics, Universities, etc.

Student Industrial Work Experience Scheme (SIWES) exposes students to industry based skills necessary for a smooth transition from the classroom to work environments. It accords students of tertiary institutions the opportunity of being familiarized, exposed, and prepare students of universities, polytechnics, college of technology, college of agricultures and college of education for the industrial work situation they are likely to meet after graduation and to the needed experience in handling machinery and equipment which are not found in such an educational institution

OBJECTIVES OF SIWES

- To solve, the problem of inadequate practical skills, preparatory for employment in industries by Nigerian graduates of tertiary institution.
- To promote and encourage the acquisition of skills in

industry and commerce, with a view of generating a pool of indigenous trained manpower sufficient to meet the needs of the economy.

- To provide an avenue for students in higher institutions of learning to acquire industrial skills and experiences during their course of study.
- To prepare students for industrial work situations that they are likely to meet after graduation.
- To expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions.
- To make the transition from school to the world of work easier and enhance students' contacts for later job placements.
- To provide students with the opportunities to apply their educational knowledge in real work situations, thereby bridging the gap between theory and practice.
- To enlist and strengthen employers' involvement in the entire educational process and prepare students for employment in Industry and Commerce (Information and Guideline for SIWES, 2002).

CHAPTER TWO

BRIEF HISTORY

Engr. S.U SODIQ is a Nigerian electrical engineer and entrepreneur who founded Tundex Electrical Solutions, a leading electrical contracting company in Lagos state.

CAREER

Engr. Sodiq begin his career as an electrical engineer in Lagos state. He worked in Lagos state for so many years, rising to the position of Senior Engineer.

ENTREPRENEURSHIP

In 2005, Engr. Sodiq founded Tundex Electricals solution, a company that specializes in electrical contracting, installation, and maintenance. Under his leadership, the company has grown to become one of the leading electrical contracting companies in Lagos State.

LEGACY

Engr. Sodiq is widely recognized as a pioneer and a leader in the electrical industry in Lagos State. He has inspired many young engineers to pursue careers in electrical engineering and entrepreneurship.



Pliers



Voltmeter



Toolbox



Pocket Knife



Sidecutters



C-Clamp



Cross Wrench



Bolt Cutter



Seam Ripper



Work Light



Measuring Tape



Heat Gun



Tape



Utility Knife



Saw



Pipe Wrench

CHAPTER THREE

EXPERIENCED GAIN

During my SIWES, I achieved the following:

- Gained hands-on experience in the maintenance and repair of electrical equipment and systems
- Improved my understanding of electrical engineering principles and practices in a real-world industrial setting
- Successfully completed a project on the design and installation of a new electrical distribution system for the company's packing plant
- Developed skills in electrical system design, installation, and maintenance

CHAPTER FOUR

CHALLENGES

During my SIWES, I faced the following challenges:

- Limited time to complete my project due to the demanding nature of the work schedule
- Limited access to some areas of the plant due to safety concerns
- Difficulty in obtaining some materials and equipment needed for my project

LESSONS LEARNED

- The importance of safety in the workplace and the need to follow safety protocols at all times
- The importance of effective communication and teamwork in achieving project goals and objectives
- The need to be proactive and resourceful in overcoming challenges and obstacles.

CHAPTER FIVE

CONCLUSION

In conclusion, my SIWES at TUNDEX ELECTRICAL SOLUTION was a valuable and enriching experience that provided me with practical experience and skills in electrical engineering principles and practices. I am grateful to the company for the opportunity to work with them and to my supervisor, Engr. S.U. SODIQ for his guidance and support throughout my SIWES.

RECOMMENDATION

Based on my experience, I recommend the following:

- That students should be encouraged to take initiative and to be proactive in overcoming challenges and obstacles during their SIWES
 - That students should be encouraged to participate in SIWES programs to gain practical experience and skills in their chosen field
 - That companies should provide students with opportunities to work on real-world projects and to develop their skills and knowledge in a practical setting.
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