



**A TECHNICAL REPORT ON
STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME
(S.I.W.E.S)
HELD AT**

APAPA- IGANMU L.C.D.A
APAPA IGANMU LOCAL COUNCIL DEVELOPMENT AREA

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**BEING A REPORT SUBMITTED TO THE
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KWARA STATE POLYTECHNIC, ILORIN**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
NATIONAL DIPLOMA (ND) IN PUBLIC ADMINISTRATION
KWARA STATE POLYTECHNIC, ILORIN.**

DEDICATION

This report is dedicated to Almighty God, the Most Merciful.
I also dedicate it to my lovely and caring parent Mr. & MRS.
ONAOPEPO

ACKNOWLEDGMENT

My acknowledgment goes to Almighty God, for his protection and provision during my SIWES program.

My appreciation also goes to my Parent Mr. & Mrs. ONAOPEPO for their support, words of advice and helping hand she rendered me, I pray that the Almighty God will preserve their life in Allah name (Amen).

I also wish to acknowledge my sibling my love, relatives and all my colleagues

May God Almighty reward you all in manifolds. (Amen).

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CHAPTER ONE

1.0 HISTORY OF SIWES

1.1 BACKGROUND OF SIWES

The student industrial work experience scheme (SIWES) is an accepted skill training scheme which form part of the approved minimum academic standards in various degree scheme for all Nigeria universities and polytechnics to acquire industrial skills and experience in their various course of study.

The SIWES program was established in 1973, the scheme is a scheme involving students, the university and the industry (employer). It is funded by the federal government of Nigeria and jointly coordinated by the Industrial Training Fund (ITF) and the National Universities commission (NUC). This training scheme is also an effort to bridge the gap existing between theory and practice of Engineering, science, agriculture, medicals, management and other professional education programs in the Nigerian Tertiary institution.

1.2 INTRODUCTION TO SIWES

The Student Industrial Work Experience Scheme (SIWES) is an accepted skills programme which forms part of the approved academic standards in the degree programme for Nigerian Universities. In 1974, the Federal Government of Nigeria introduced the national policy on Industrial training, called the Students, Industrial Work Experience Scheme (SIWES). This programme is under the umbrella of the Ministry of Education through the

Industrial Training Fund (ITF). Was designed to help students acquire the necessary practical education/experience in their fields of study and other related professions.

This is an effort which was created in order to bridge the existing gap between the theory taught in the classroom and practice of science, agriculture, medicine, engineering, technology and other professional programmes in the Nigerian tertiary institutions. This programme is aimed at exposing the students to the use of various machines and equipment's, professional work methods and ways of safeguarding the work areas in industries as well as other organizations and parastatals. The programme was established basically to impart elaborate practical understanding to students with respect to their various disciplines. It is also intended that the student through a process of relation to academic knowledge and practical industrial application would understand the underlying principles and become better focused and acquire the practical applications towards excellence in his or her discipline.

The Students Industrial Work Experience Scheme (SIWES) programme involves the student, the Universities and the industries. This training is funded by the Federal Government of Nigeria and jointly coordinated by the Industrial Training Fund (ITF) and the National Universities Commission (NUC)

1.3 AIMS AND OBJECTIVES

- 1) To expose students to work methods and techniques in handling equipment and machineries that may not be available in tertiary institutions.

- 2) Provides exposure of students to the environment in which they may eventually work, thereby enabling them to see how the future professions are organized in practice.
- 3) It provides an avenue for students in Nigerian tertiary institutions to acquire industrial skills and experience in their course of study.
- 4) Enables students to bridge the gap between knowledge acquired in school and the relevant production skills required in work organizations.
- 5) Prepares students to contribute to the productivity of their employers and national development immediately after graduation.
- 6) To make the transition from university to the labor market easy for students, and thus enhance students contact for the later job placement.
- 7) To give room for social and academic interaction with professionals in their field and working environment and also to expose the reality of working places.

CHAPTER TWO

2.1 BRIEF HISTORY OF THE ORGANIZATION

On account of the peaceful relations that exist among its multicultural and diverse population of about 2.5 million people. Followers of the three great religious faiths to be found in Nigeria, Islam, Christianity, and traditional coexist within the State.

Kwara State is one of the 36 states that make up the Federal Republic of Nigeria, Africa's most populous country. Kwara State shares her boundaries with the Republic of Benin at her West and the Niger River at her North.

The capital city of Kwara State, Ilorin, is situated 306km inland from the coastal town of Lagos and 500km from the federal capital, Abuja. Major towns include Ilorin, Offa, and Jebba, located on the Niger River. Other cities include Patigi, Erin-Ile, Iloffa, Adeleke Igbewere, Ejidongari, Osi, Lafiagi, Gure, Afon, Kaiama, Isanlu-Isin, Omu-Aran, Egbejila, Ilofa, Iponrin, and Igbaja.

The history of Kwara state starts with Ilorin as a Yoruba town which was originally used as a military outpost by the Alaafin, paramount ruler of the old Oyo empire (Oyo-Ile). At the period of creation, Ilorin was administered by Afonja, the sixth Are-Ona-Kakanfo (generalissimo) of the Oyo army and successor of Are-Ona Oku of Jabata. Ilorin became the capital of a kingdom that was a vassal state of the Oyo empire

In 1817, Oyo's commander at Ilorin, Kakanfo (Field Marshal) Afonja, led a rebellion that destroyed the unity of the empire. He was aided by Mallam Alimi (a Fulani from Sokoto).

The army of the Royal Niger Company arrived in Ilorin after conquering Bida (106 miles east-northeast). The forces of Sir George Goldie's Royal Niger Company defeated the emirs of Nupe and Ilorin

Ilorin was incorporated into the Protectorate of Northern Nigeria in 1900; in the amalgamated Colony and Protectorate of Nigeria in 1914, and in the Northern region in 1954

Kwara state was created. The then Federal Military Government of General Yakubu Gowon broke the four regions that then constituted the Federation of Nigeria into 12 states.

At its creation, the state was made up of the former Ilorin and Kabba provinces of the then Northern Region and was initially named the West Central State but later changed to "Kwara", a local name for the River Niger.

In 1991, five local government areas, namely Oyi, Yagba, Okene, Okehi and Kogi were also excised to form part of the new Kogi State, while a sixth, Borgu Local Government Area, was merged with Niger State further reducing the population of Kwara state.

The Head of Service for Kwara State's civil service is a senior member of the state government who leads the civil service.

What does the Head of Service do?

- Leads the civil service, which is made up of employees in government agencies other than the military
- Ensures that civil servants in the state's ministries progress based on their qualifications and seniority

Who is the current Head of Service for Kwara State?

- Alhaji Ibrahim Muhammed is the acting Head of Service for Kwara State

What is the Kwara State civil service?

- The Kwara State civil service is made up of employees in government agencies other than the military
- Most employees in the civil service are career civil servants in the Kwara State ministries

What is the Secretary to the State Government?

- The Secretary to the State Government is responsible to the Governor of Kwara State
- The Secretary to the State Government coordinates the work of the Ministries, Departments, and Agencies of Government

CHAPTER THREE

3.0 REPORT CLEARLY ON WORK ACTUALLY CARRIED OUT WITH CLEAR STATEMENT ON EXPERIENCED GAINED

WEEK ONE

- Introduction and Orientation from the coordinator on how to behave and communicate in the office.
- Public Holiday
- I was taught how to fill a document
- I learnt how duties and responsibility of staff is being carried out through division of labour

WEEK TWO

- I was introduced to Health Information and Management
- I was also introduced to School Clinic
- Having a meeting with the Rector of the School
- I was posted to Rector's Office and I worked with the Secretary

WEEK THREE

- Student came for their certificate and License
- The Freshers come for the school form and files
- I was shown how to help student to input the student name in the system for jamb regularization
- I was told to be directing the student to where they will collect their admission form
- The Secretary explain to me how the school selling the files to student

WEEK FOUR

- I worked in registrar office

- I was asked to go through the system files, to check whether the credential it's complete or not
- I was opportune to know to record of documents in departmentally and alphabetically order.
- I was opportune to know how to write a minute for a meeting.

WEEK FIVE

- I was taught how to type a curriculum vitae (C.V) accordingly
- I was opportune to know how to perfect papers or files to prevent loss of documents.
- I was taught how to use a photocopier machine to duplicate the exact copy of document.
- I was opportune to know how to type an application letter.
- I was opportune to know how to transfer file from the computer to mobile phone.

WEEK SIX

- I was opportune to know how to arrange and record incoming and outgoing mail
- I was opportune to know how to file a document for easy access
- I was opportune to know how to type a redeployment letter
- I was opportune to know that in an office there is a staff record.
- I was able to know that all file should be kept appropriate for future purpose.

WEEK SEVEN

- I was opportune to create a folder and save under an icon

- I was taught how to create a document using Microsoft excel
- I was able to know the importance of a U.P.S machine when operating a computer system
- I was fortunate that the central processing unit is also called central processor, main processor

WEEK EIGHT

- I was fortunate to know the functions of a secretary in an organization whether big/small.
- I was fortunate to know how to duplicate files using photocopier machine.
- I was told a C.P.U manages all the operations including, the sampling of the available sensor.
- I was able to know the importance of a central processing unit (CPU) processor in a set-up system.
- I was fortunate to know that a C.P.U is the most important processor in a setup system.

CHAPTER FOUR

4.0 THE PROBLEMS OF THE PROGRAMS

I thank God who give me the privilege to see the end this SIWES program and also I thank God for the organizers of this type of program, although it look stressful and entail some financial challenges to buy practical material for use. Sometime no much facility to teach and enroll on practical, and sometime don't know what to do

4.1 RELEVANCE OF THE PROGRAMME

My experience during the programme will surely help me as office technology management student, in other to improve my skills.

The programme is beneficial to me as student and it prepares me to know more in the aspect of my study and also in the aspect of technology.

It also exposes me to work experience, and how to relate with people and my supervisor. I learnt how to apply knowledge in oral work situation.

I gained more knowledge especially when its practical aspect of the training. I learnt so many things on my SIWES and some theoretical aspect, which I did not know before but with the help of this programme it really exposes me to many things.

CHAPTER FIVE

5.0 RECOMMENDATION AND CONCLUSION

5.1 RECOMMENDATION

I recommend this (SIWES) that government should try to pay for the I.T students and also provide equipments for them to aid effective learning and more learning experience.

5.2 CONCLUSION

Student Industrial Work Experience Scheme (SIWES) was organized by federal government of Nigeria to give much experience and exposing of higher institution in various fields of life. This programme is mainly organized for higher institution students in much department to acquire the students with practical music experience on the field, to prepare students towards the possible challenges after graduation, and also to be exposed to some equipments or instruments that may not be available in the school which develop our practical form of learning.