A REPORT ON

STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

UNDERTAKEN AT

SLOTDEM GLOBAL TECH

4FLAT CLOSE, FAITH ACADEMY,
ILORIN, KWARA STATE

FROM
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BY

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IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF NATIONAL DIPLOMA (ND) IN BUSINESS ADMINISTRATION.

MARCH, 2025

DEDICATION

I dedicate this Students Industrial Work Experience Scheme (SIWES) report to God almighty for his grace and mercy towards the completion of the SIWES programme.

ACKNOWLEDGEMENT

My acknowledgement goes to God almighty, my parents, Kwara State Polytechnic, Ilorin, my supervisors at Slotdem Global Tech. and to my friends.

REPORT OVERVIEW

This is an industrial attachment report for the Students' Industrial Work Experience (SIWES) programme carried out at Slotdem Global Tech, 4flat close faith Academy, Ilorin, Kwara State within the period of three months from September, 2024 to December, 2024.

The report comprises the background of SIWES, the description of the organization, its aims and objectives, the experiences gained as an industrial training student and the summary, conclusions and recommendations.

It has a total of 5 chapters with sub-chapters. It also has the preliminary pages, such as the title page, report overview and table of contents and recommendations on the improvement of scheme.

TABLE OF CONTENT

CHAPTER ONE
INTRODUCTION

The Students' Industrial Work Experience Scheme (SIWES) is a scheme established by the Industrial Training Fund (ITF) in 1973 to help students of tertiary institution in Nigeria acquire technical skills and practical exposure in an industrial environment based on various course of study.

Prior to the Establishment of SIWES, science and technology education in Nigeria was marred with the problem of lack of adequate practical and industrial skills and working experience that will prepare students of tertiary institution in Nigeria for employment opportunities in industries. It was in this view that the scheme was established and students in tertiary institution of Nigeria studying sciences and technology related courses were mandated to participate in the program to enable them have technical knowledge and working experience before graduating from their prospective institution and makes it a smooth transition from the lecture room to the world of work.

1.1 BACKGROUND TO THE STUDY

SIWES was established by industrial training fund to solve the problem of lack of adequate practical skills in preparation for employment in industries by Nigerian graduates of tertiary institutions.

The Students' Industrial Work Experience Scheme (SIWES) was designed, established and implemented by the Industrial Training Fund (ITF) in 1974 to ensure acquisition of field practical knowledge and skills by students before graduation, mainly coordinated by the National University Commission (NUC). The NUC recognizing the importance of job specifications in the scheme did set the necessary machinery in motion soon after the resolution was taken in 1998. However, from 1989-1993, the drawing up of the minimum academic standards documents (a major statutory of commission) owe resultant accreditation exercise and the movement of the commission secretariat to Abuja did not leave sufficient time to actualize this goal.

It was not until January 1996 at a 3 days national workshop in Jos that specification was drawn for the entire program that had industrial attachment component in the minimum academic standard documents. Participants were drawn from senior academic from universities across the country, SIWES coordinators and officers in all nine panels, each headed by a senior academic officer were constituted for the entire forty-six program. Prior to drawing job specification, however, a one-day meeting was held at which a five-day meeting was presented and the procedure content and format for presentation of the specification documents were decided.

SIWES commenced in 1974 in the aim of making education more relevant to bridge the gap between the theory and the practice of agriculture, engineering, technology and science related discipline in tertiary institutions in Nigeria.

For students in polytechnics and mono-technics and college of education, the duration of SIWES is for 4 months while university undergraduates go for a 6 months duration. Each institution is expected to have a SIWES coordinator who is in charge of all activities that pertains to students industrial training in the institution.

The production of SIWES job specification is without doubt a milestone in the development of academic activities in the national university system. The benefit derivable by the employer, universities and the students alike are immense and will go a long way to move the country forward technologically.

Operators: The ITF, the coordinating agencies (NUC, NCCE, NBTE), the employers of labor and institution.

Funding: The Federal Government of Nigeria

Beneficiaries: Undergraduate students of the following; Agriculture, Engineering, Technology, Environmental, Sciences, Education, Medical sciences and Pure and applied sciences.

1.2 OBJECTIVES OF SIWES

1. It provides students the opportunity to test their interest in a particular career before permanent commitments are made.
2. It provides an avenue for students in tertiary institutions to acquire industrial skills and work experience in their course of study.
3. Makes the transition from school to the world of work easier and enhances students contacts for later job placement.
4. It helps students to develop skills and techniques directly applicable to their careers.
5. It provides students the opportunity to understand informal organizational interrelationships.
6. It helps students develop skills in the application of theory to practical work situations.
7. It increases a student's sense of responsibilities
8. It prepares students to enter into full time employment in their area of specialization upon graduation.
9. It provides students the opportunity to develop attitudes conducive to effective interpersonal relationships.

CHAPTER TWO

DESCRIPTION OF ESTABLISHMENT OF ATTACHMENT

2.1 LOCATION AND BRIEF HISTORY OF ESTABLISHMENT

Slotdem Global Tech was established on 14th of March 2012, founded by Abdulrafiu Jimoh as Chief Executive Officer. According to the edict, it shall be the duty of the corporation to impact knowledge on the level of computer literacy in the environment. It is also affirm the knowledge and to encourage interests in the state and to give guidance to the public upon any matter of online business using computer.

In a modern context, the term 'IT' is commonly used to describe computers and networks within a business environment. It refers to their applications in: generating, manipulating, storing, regaining, transmitting, handling, exchanging, studying and securing all data or information in an electronic format. IT is also used as an umbrella term to cover: television, telecommunication equipment, software, e-commerce and the internet.

When thinking about information technology you need to consider IT support within both your personal and private life. Especially when it comes to the increasingly sophisticated level of cyber crime we see every day. This is so that when you are surfing the web on your computer or receiving an email, your personal and business data is kept safe. IT support also covers technical problems you may come across, ensuing you are using the most up to date software and finding the best tools possible to effectively complete tasks.

2.2 OBJECTIVES AND CORE VALUES OF THE ESTABLISHMENT

The core value of the newspapers' establishment is to give the news impartially, without fear or favor (Adolph Ochs, 1858-1935).

The objectives and core values of the Slotdem Global Tech. is as follows:

- Impartiality means impacting knowledge, Promotion online business, fairly, objectively and without personal opinion or bias.
- Accountability is the greatest asset of any business activities, and impartiality is the greatest source of credibility.

2.3 FUNCTIONS OF THE ESTABLISHMENT

The following are functions of the establishment:

1. **Education and Training**

Computer-based centers are often used for educational purposes, providing a space for students and professionals to learn new skills. They may offer courses in programming, graphic design, data analysis, and other technology-related fields. These centers often have trained instructors who guide learners through hands-on training sessions.

2. **Research and Development**

Many organizations utilize computer centers for research and development activities. These centers provide the necessary hardware and software tools for researchers to analyze data, run simulations, and develop new technologies or products. Access to high-performance computing resources can significantly enhance research capabilities.

3. Technical Support and Services

Computer-based centers often provide technical support services to users. This includes troubleshooting hardware and software issues, offering maintenance services, and providing guidance on best practices for using technology effectively. Support staff can assist users in resolving problems quickly, ensuring minimal downtime.

4. **Collaboration and Networking**

These centers serve as collaborative spaces where individuals and teams can work together on projects. They may offer tools for video conferencing, file sharing, and collaborative software, enabling effective communication and teamwork. Networking events and workshops may also be organized to foster connections among users.

5. **Access to Technology**

Computer-based centers provide access to advanced technology that individuals or smaller organizations may not afford. This includes high-performance computers, specialized software, and other resources necessary for various tasks, from graphic design to data analysis.

6. Community Engagement

Many computer centers engage with the local community by offering workshops, seminars, and events that promote digital literacy and technology awareness. This helps bridge the digital divide by providing access to technology and training for underserved populations.

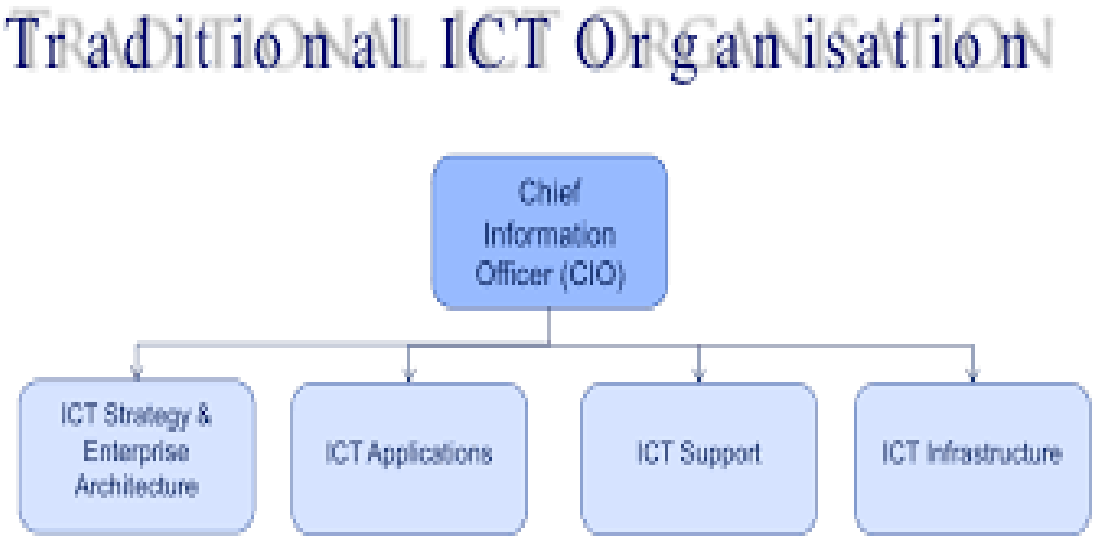
7. Innovation and Experimentation

These centers often serve as incubators for innovation, allowing users to experiment with new ideas and technologies. They may host hackathons, coding competitions, and other events that encourage creativity and problem-solving.

8. Data Management and Storage

Computer-based centers often provide solutions for data management and storage. This includes cloud storage services, data backup solutions, and database management systems that help organizations securely store and manage their data.

2.4 ORGANIZATIONAL STRUCTURE OF ESTABLISHMENT



2.5 THE VARIOUS DEPARTMENTS AND UNITS

1. IT Support/Help Desk

This department provides technical support to users within the organization. They troubleshoot and resolve IT issues, assist with software and hardware problems, and ensure that employees have the necessary tools to perform their jobs effectively.

2. Network Administration

Network administrators are responsible for managing the organization's computer networks. Their duties include configuring network hardware, monitoring network performance, and troubleshooting connectivity issues to ensure reliable communication across the organization.

3. System Administration

System administrators manage the organization's servers, databases, and operating systems. They ensure that these systems are secure, efficient, and running smoothly, addressing any issues that arise to maintain operational continuity.

4. Cybersecurity

The cybersecurity department focuses on protecting the organization's IT infrastructure from cyber threats. This includes implementing security measures, monitoring for vulnerabilities, and responding to security incidents to safeguard sensitive data.

5. Application Development

This department is responsible for designing and developing software applications tailored to the organization's needs. Application developers write code, test applications, and ensure that software solutions are user-friendly and effective.

6. Database Administration

Database administrators manage the organization's databases, ensuring data integrity, security, and availability. They are responsible for database design, implementation, and maintenance, as well as performing backups and recovery operations.

7. Web Development

Web developers design and maintain the organization's websites and web applications. They focus on both the front-end user experience and back-end functionality, ensuring that the organization's online presence is effective and engaging.

8. IT Management

The IT management team oversees the entire ICT organization, setting strategic goals and ensuring that IT initiatives align with business objectives. This includes managing budgets, resources, and personnel within the IT department.

9. Research and Development (R&D)

Some ICT organizations have an R&D department that focuses on innovation and the development of new technologies. This team conducts research to explore emerging trends and technologies that can benefit the organization.

10. Training and Development

This department is responsible for providing training and development opportunities for employees to enhance their technical skills and knowledge. They may offer workshops, seminars, and courses on various IT topics.

CHAPTER THREE

ACTUAL WORKDONE WITH EXPERIENCE GAINED

During my Students Industrial Working Experience Scheme (SIWES) at the Slotdem Global Tech., I learnt and gain a lot of industrial and organizational experience as goes:

3.1 OFFICE EXPERIENCE

I was taught on how to open a file and documentation. I was introduced to Small Business Scale enterprises and how to go with online business.

3.1.1 Introduction to computer

I was taught how to input data on a computer system, the overall computer environment was introduced to me. I dealt with online processing of receipt and ordering of goods and services. in addition, I was taught how to create awareness on any business online.

3.2 Importance of Online Advertising

Global Reach: Online advertising allows businesses to reach a vast audience, including potential customers from different geographical locations. This is particularly important as e-commerce continues to grow globally.

Cost-Effectiveness: Compared to traditional advertising methods, online advertising often provides a more cost-effective solution, allowing businesses of all sizes to compete in the marketplace.

Measurable Results: Digital channels enable marketers to track the performance of their campaigns in real-time, providing insights into ROI and allowing for adjustments to improve effectiveness.

Key Platforms for Online Product Advertisement

Search Engines: Platforms like Google and Bing are essential for reaching consumers actively searching for products. Google Ads, for instance, allows businesses to display ads on search results pages and partner websites, targeting specific keywords and demographics.

Social Media: Social media platforms such as Facebook, Instagram, and Twitter offer robust advertising options. Facebook, with its extensive user base, allows for highly targeted ads based on user demographics, interests, and behaviors. Instagram is particularly effective for visually appealing products, enabling direct purchases through shoppable posts.

E-commerce Marketplaces: Advertising on platforms like Amazon and eBay can significantly enhance product visibility. These marketplaces offer various ad formats, including sponsored products and display ads, which can attract a large number of potential buyers.

CHAPTER FOUR

ACTUAL WORKDONE WITH EXPERIENCE GAINED (Cont'd)

1. **Project Design and Management**: Students often participate in the design, modeling, and detailing of projects, such as residential and commercial buildings. This includes manual design calculations and the use of software tools for structural analysis.
2. **Site Supervision**: Interns gain practical knowledge in project supervision, learning how to oversee construction activities, ensure compliance with design specifications, and manage on-site challenges.
3. **Cost Estimation**: Experience in cost estimation and cost minimization is crucial. Interns learn how to prepare budgets and manage project costs effectively during the construction process.
4. **Technical Support and Maintenance**: In some cases, students work in technical support roles, assisting with the maintenance and repair of equipment, which helps them understand the operational aspects of technology in the workplace.
5. **Research and Development**: Interns may also engage in research activities, exploring new technologies and methodologies relevant to their field, which fosters innovation and problem-solving skills.

Experience Gained

- **Practical Application of Theoretical Knowledge**: SIWES allows students to bridge the gap between theory and practice, applying what they have learned in the classroom to real-world scenarios.
- **Enhanced Problem-Solving Skills**: Participation in decision-making meetings and on-site challenges helps students develop critical thinking and problem-solving abilities.

- **Professional Networking**: Interns have the opportunity to build professional relationships with industry experts and peers, which can be beneficial for future career opportunities
- **Technical Proficiency**: Gaining hands-on experience with various software tools and technologies enhances students' technical skills, making them more competitive in the job market

CHAPTER FIVE

SUMMARY AND CONCLUSION

5.1 SUMMARY OF ATTACHMENT ACTIVITIES

This is a complete report of an industrial training program carried out during my SIWES (2020/2021) at National Moonlight Newspaper, Alimi Close, Off Ahman Pategi Road, GRA, Ilorin, Kwara State. Activities including field work such as news writing and report, different types of interview, news editing, photo news and caption and so on.

The experience gained has given me a sound knowledge on media house in general which has helped prepare me for the future journalism work.

5.2 PROBLEMS ENCOUNTERED

The success of my training is undisputed, but it was not devoid of rough edges. I experienced some challenges, among these are:

- The issue of expensive transportation: I have to pay an average of 500 naira every day for transport without remuneration.
- Every member of staff was now depending on me to carry out assignments when there were other hands. This made me work overtime sometimes & it was favorable coming back late to a family house.
- The bureaucratic system is rigid and before things are done its takes so much time. This affected the conducive working environment for the members of staff in that whenever machines are bad and need repairs it takes so much time before it gets attended to. This system made work so tedious and cumbersome. Other problems are:
  - Lack of supervision and care
  - Limited IT spaces
  - Exposure to environmental hazard due to lack of safety gears

5.3 SUGGESTIONS FOR IMPROVEMENT OF THE SCHEME

- Visiting of students during the program should be ensured by the ITF
- Students should be paid their allowance on time to ensure motivation
- Selection of placement should not be left to students. Polytechnics should make a means of allocating students to related companies
- Seminars should be organized for establishments to acquaint them with their roles towards students on training
- Government should participate fully in the provision of equipment in the placement centers

5.4 CONCLUSION

The period has contributed immensely to my academic experience. Students Industrial Working Experience Scheme (SIWES) is an important program for all students. It helps in tackling the issue of unemployment amongst youth as it teaches us way to be independent. The exercise made me understood part of what is expected as a journalist in the practice. It helped groom my relationship skills especially in areas where team work are required and communicating with the staffs and students alike. It has exposed me to work ethics and routines.

The problems, if not tackled, will make it lose its usefulness and vitality notwithstanding the benefits of it.

Finally, I do hope the program will be improved so as to enhance manpower development and student's skill in their respective field of study.