



**A REPORT ON STUDENT INDUSTRIAL WORK
EXPERIENCE (SIWES) UNDER THE STUDENTS'
INDUSTRIAL WORK EXPERIENCE SCHEME**

UNDERTAKEN @

**TIWATOPE FARM NIGERIA LIMITED
IGBOLE ALONG OLD IRIRU ROAD, OGBOMOSO,
OYO STATE, NIGERIA**

BY

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SUBMITTED TO

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PREFACE

The writing of this SIWES report is manufacture by the school authority that before attaining the certificate of National Diploma (ND) in Agricultural Technology. Each student must undergo the three (3) months SIWES programme.

The SIWES record therefore contains the work done within the three months.

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CHAPTER ONE

1.1 INTRODUCTION

Student Industrial Work Experience (SIWES) is a four months programme setup by the federal government for professional student in Mass Communication and other elected courses which is controlled, in which the headquarter is in Kaduna State in affiliation with Industrial Training Fund (ITF) at Jos.

However, the government introduced the programme in other to assist students to be familiar with the practical aspect of their profession.

Student Industrial Work Experience (SIWES) is a programme setup by National Board of Technical Board (NABTEB) for its practical improvement of Agricultural Technology. The programme is setup during the period of three months which is corresponding with a body known as Industrial Training Fund (ITF).

1.2 BRIEF HISTORY OF SIWES

Prior to the establishment of the scheme, there was growing concern among our industrialists that graduates of our institutions of higher learning lacked adequate practical background studies preparatory for employment in industries. Thus, the employers were of the opinion that theoretical education going on in higher institutions was not responsive to the need of the employers of labour.

It is upon this background that the rationale for initiating and designing the

scheme by the Industrial Training Fund, during its formative years- 1973/1974- was introduced to acquaint students with the skills of handling employers' equipment and machinery.

The ITF solely funded the scheme during its formative years. But as the financial involvement became unbearable to the fund, it withdrew from the scheme in 1978. In 1979, the Federal Government handed the scheme over to both the National University Commission (NUC) and the National Board for Technical Education (NBTE). Later the Federal Government in November 1984, reverted the management and implementation of the SIWES programme to ITF and it was effectively taken over by the Industrial Training Fund in July 1985 with the funding being solely borne by the Federal Government.

1.3 AIMS AND OBJECTIVES OF THE PROGRAMME

The aims and objectives are as follows:

1. To provide wide practical experience of the industrial Student in Various Studies.
2. To give inspiration, commitment and dedication to the student
3. To enlighten the student about various aspect of their course of study
4. To hasten the level of understanding and studying since they had been exposed to practical aspect of their course.

CHAPTER TWO

2.1 ABOUT THE ORGANIZATION

Tiwatope Farm Nigeria Limited is an agricultural enterprise located in Igboole along Old Iriru Road, Ogbomoso, Oyo State, Nigeria. Specific historical details about the farm's establishment and development are not readily available.

Ogbomoso, the city where the farm is situated, was founded in the mid-17th century by Ogunlola, a brave hunter of Ibariba descent. Over the centuries, Ogbomoso has evolved into a significant urban center in Oyo State, with a population exceeding one million people. The city's economy is predominantly based on agriculture, with residents engaged in farming activities producing crops such as yams, cassava, maize, and tobacco.

Given the agricultural prominence of the region, Tiwatope Farm Nigeria Limited likely contributes to the local economy through the cultivation of various crops and possibly livestock farming. The farm's location along Old Iriru Road in Igboole positions it within a community known for its rich agricultural heritage.

While specific information about Tiwatope Farm Nigeria Limited is limited, its presence in Ogbomoso underscores the city's ongoing commitment to agricultural development and food production in Oyo State.

2.2 ORGANIZATIONAL STRUCTURE

The company operates under different departments, including:

Feed Mill Department – responsible for feed formulation and production.

Farm Section – oversees crop cultivation.

Poultry Section – manages chicken rearing and egg production.

Fish Pond Management – handles fish breeding and sales.

2.3 VISION AND MISSION OF THE ORGANIZATION

VISION STATEMENT

"To be a leading agribusiness enterprise, providing high-quality feed, poultry, fish, and farm products while promoting sustainable agricultural practices for food security and economic growth."

MISSION STATEMENT

1. To produce and distribute nutrient-rich animal feed that enhances livestock productivity.
2. To rear healthy poultry and fish using modern farming techniques for optimal yield.
3. To cultivate high-quality crops through sustainable and innovative farming practices.
4. To train and empower farmers with agricultural knowledge for improved productivity.
5. To contribute to food security and economic development in Nigeria through agribusiness excellence.

CHAPTER THREE

EXPERIENCE ACQUIRED/ WORK DONE

3.1 WORK DONE

During my SIWES at Tiwatope Farm Nigeria Limited, I participated in various activities, including:

1. Land Preparation: Clearing, plowing, and leveling fields to prepare for planting.
2. Soil Testing: Collecting soil samples and conducting tests to determine nutrient content and pH levels, informing fertilization strategies.
3. Seedling Nursery Management: Raising seedlings in nurseries, including watering, weeding, and transplanting them to main fields.
4. Crop Planting: Sowing seeds or transplanting seedlings, ensuring appropriate spacing and depth for optimal growth.
5. Irrigation Management: Implementing and managing irrigation systems to ensure crops receive adequate water.
6. Pest and Disease Control: Identifying pests and diseases, and applying appropriate control measures, such as pesticides or organic alternatives.
7. Fertilizer Application: Applying fertilizers based on soil test recommendations to enhance soil fertility and crop yield.
8. Weed Management: Implementing manual or chemical methods to control weed growth in crop fields.

9. Harvesting: Determining the optimal time for harvesting various crops and employing appropriate techniques to maximize yield and quality.
10. Post-Harvest Handling: Engaging in activities such as cleaning, sorting, and packaging produce to maintain quality and extend shelf life.
11. Record Keeping: Documenting daily activities, inputs used, and observations to track farm operations and inform future decisions.
12. Farm Machinery Operation and Maintenance: Learning to operate and maintain equipment like tractors and planters, ensuring their efficient and safe use.

3.2 EXPERIENCE GAINED

Through my industrial training, I acquired practical skills, including:

- i. Feed Formulation Knowledge – I learned how to mix balanced diets for livestock and poultry.
- ii. Livestock Management – I gained experience in handling poultry, monitoring diseases, and maintaining farm hygiene.
- iii. Crop Production Techniques – I learned soil preparation, planting, and harvesting skills.
- iv. Teamwork & Communication – Working with farm supervisors improved my ability to collaborate effectively.
- v. Problem-Solving Skills – I developed the ability to troubleshoot farm-related challenges, such as pest infestations and disease outbreaks.

CHAPTER FOUR

4.1 EXECUTIVE SUMMARY

SIWES means Student Industrial Work Experience. Students are out annually to professional organization relevant to their course of study with the help of the institution based. Coordinator and the scheme take up while students are promoting to ND 2 during the National Diploma programme for science oriented courses studied in institutions. The scheme was established by the ITF (Industrial Training Fund) to solve the problem of lack of adequate practical skills. During this programme, students are expected to get technical assistance and acquire more experience scheme in their chosen field of study.

CHAPTER FIVE

5.1 PROBLEMS ENCOUNTERED DURING THE ATTACHMENT AND SOLUTION

I didn't face or encounter any difficulty or problem during my attachment except that my place of attachment is far away from my house.

But the general problems that students encounter before and during the attachment are as follow:

- Lack of available industry in the location of some students
- High cost of transport fare from the students resident to the attachment
- Laziness of some students during the attachment

SOLUTION

- Government should increase their investment on establishing companies for science oriented students.
- There should be a certain amount to be paid to the students during the attachment
- There should be monthly check on the students during the attachment

5.2 CONCLUSION

Student Industrial Work Experience (SIWES) is a scheme that improves the technical knowledge of students in the Nigeria institutions. The scheme exposes students to working method and techniques in handling equipment's and machinery that may not

be available in their institutions. It is a good process that every science oriented courses must undergo.

As for me, the SIWES I did at Tiwatope Farm Nigeria Limited exposed me to the practical aspect of my program. It widens my knowledge and skill on the discipline. The scheme equips students properly to face future challenges.

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 Nigeria institution.

5.3 RECOMMENDATIONS

Federal government, as a matter of responsibilities has to contribute immensely to the uplifts of this programme by putting in place a considerable compensation for the students who embarked on this kind of stressful and deadly programme. The federal government has a lot of role to play in building up a brighter future for us in order to maintain the peace and stability of the state.

Secondly, a lot of task also lies on the school authority to orientate and enlighten their students on the expected things they are going to face or encounter pleasantly or in the other hand when they get to their various placements of works before the commencement of the programme.

Thirdly, there should be rigorous inspection and supervision as some students count and envisage this programme as a mere task and they should as well enhance their strength and bestow and hefty mark on it.

Lastly, students need money for their upbringing and sponsorship, so I will urge the federal government to make the allowance more attractive to boost the students' morale.