A TECHNICAL REPORT ON

STUDENT INDUSTRIALWORK EXPERIENCE

SCHEME [S.I.W.E.S]

HELD AT

DANMAIGORO COMPUTER CENTER BLOCK D SHOPPING COMPLEX, KWCOED ILORIN KWARA STATE

BY

BAYODE TEMITOPE STEPHEN

ND/23/BAM/PT/0198

DEPARTMENT OF BUSINESS ADMINISTRATION

INSTITUTE OFFINANCE AND MANAGEMENT STUDIES

KWARA STATE POLYTECHNIC, ILORIN

FROM

AUGUST TO DECEMBER, 2024

IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF ORDINARY NATIONAL DIPLOMA(OND) IN BUSINESS ADMNISTRATION, KWARA STATE POLYTECHNIC

CERTIFICATION

This is to certify that **BAYODE TEMITOPE STEPHEN** with matriculation number **ND/23/BAM/PT/0198** undergoes her industrial training **SIWES** at **DANMAIGORO COMPUTER CENTER BLOCK D SHOPPING COMPLEX, KWCOED ILORIN KWARA STATE** In partial fulfillment of the award of National Diploma (**ND**) in Business administration, Kwara State Polytechnic, Ilorin, undersigned by the following people:

……..…… ……..……

MR NURUDEEN ABUBAKAR GOBIR **Date**

Department SIWES Supervisor

…….. …….

Date

Head Of Department

DEDICATION

This SIWES report is dedicated to GOD Almighty, Mr.& Mrs. **BAYODE** for their spiritual and financial support during my SIWES program.

ACKNOWLEDGEMENT

With overwhelming joy in my heart, I wish to thank the almighty God the fountain of all knowledge, my strength and my source, the great provider for his unconditional love and favor towards my life and throughout this academic pilgrimage. My immeasurable appreciation goes to my parents **Mr.** and **Mrs. BAYODE** for their parental care and the support they have given me since the day I have been given birth to and for the effort they have put in ensuring that I become someone great in life. My sincere appreciation so goes to the entire staff and management of **DANMAIGORO COMPUTER CENTER BLOCK D SHOPPING COMPLEX, KWCOED ILORIN KWARA STATE** My acknowledgement is incomplete without acknowledging my H.O.D for his firmness and tireless effort in making Business Administration the best. To all my lecturers, thank you for the grooming and shaping. God bless you all. Finally, only God is above all sort of mistakes. All errors in this work are strictly and exclusively mine.

TABLE OF CONTENT

TITLE PAGES

CHAPTER ONE

INTRODUCTION

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 ITF 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 provide students with relevant practical experience.
- To satisfy accreditation requirements set by the Nigerian Universities Commission (NUC).
- To familiarize students with typical environments in which they are likely to function professionally after graduation.
- To provide student an opportunity to see the real world of their discipline and consequently bridge the gap between the University work and actual practice.
- To change the orientation of students towards labour market when seeking for job.
- To help students access area of interest and suitability for their chosen profession.
- To enhance students, contact for future employment
- To provide access to equipment and other facilities that would not normally be available in the University workshop
- To enlist and enhance industry involvement in university education.
- Summarily the objective of the Student Industrial Work Experience Scheme.
- 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.

CHAPTER TWO

DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

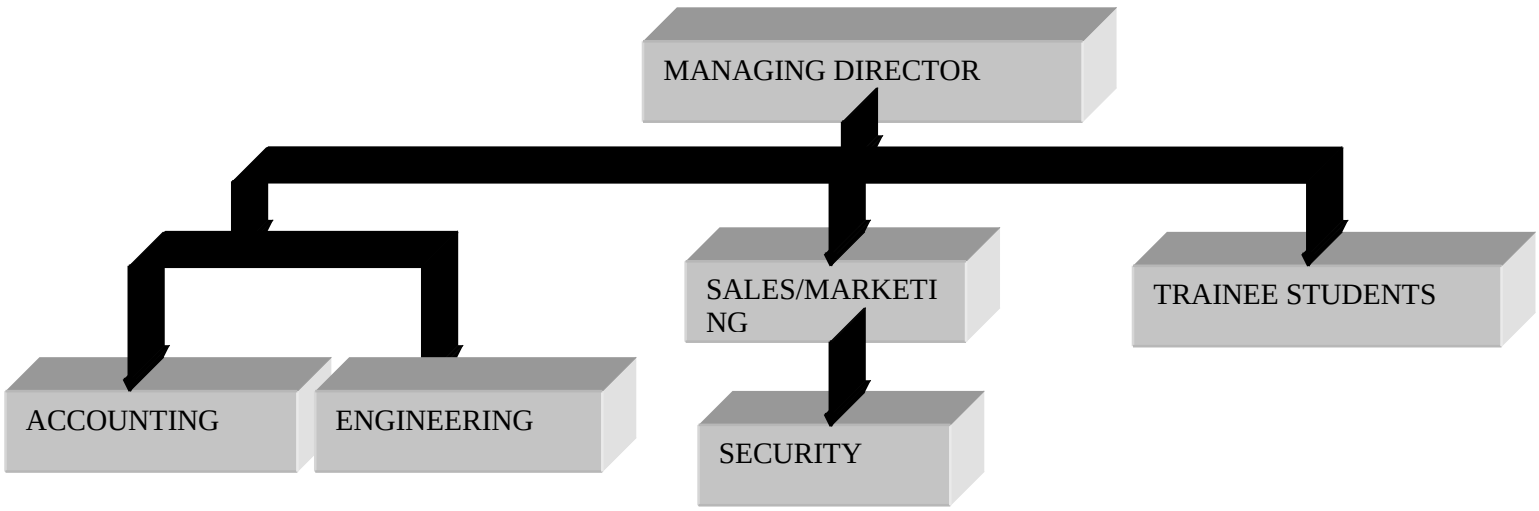
LOCATION AND BRIEF HISTORY OF ESTABLISHMENT

DANMAIGORO COMPUTER CENTER is a privately owned Information and Communication Technology (ICT) center established to provide comprehensive computer services and training to individuals, students, and business owners. The institute is located at BLOCK D SHOPPING COMPLEX, KWCOED ILORIN KWARA STATE . The center was founded by **Mr. Sulaiman Ali Danmaigoro**, a passionate ICT expert and educator, with the aim of empowering young people with essential computer knowledge and digital skills required in today's world. It began operations in **2010** and has since grown to become a reputable training center known for quality and affordable services.

OBJECTIVES OF THE ESTABLISHMENT

- To empower individuals, especially youths and students, with relevant computer skills to enhance academic and professional opportunities.
- To provide affordable and quality ICT services and training to the community.
- To bridge the digital divide by making technology education accessible to all.
- To offer reliable support services such as online registration, printing, typing, and graphics.
- To contribute to national development through digital literacy and innovation.

ORGANIZATIONAL STRUCTURE



THE DEPARTMENTS IN THE ESTABLISHMENTAND THEIR FUNCTIONS

The following are various departments in Danmaigoro Computer Center

1. **Computer Training Department:-** Provides training in basic and advanced computer operations. Teaches Microsoft Office packages, CorelDraw, Canvas, and internet use. This Department also Supervises student assessments, assignments, and practical.
2. **Graphics and Design Department:-**This Department Handles the design of flyers, posters, ID cards, banners, and logos. Works with Corel DRAW, Canva, and Photoshop for editing and branding. They also attends to customized design requests from customers.
3. **Online Registration and ICT Services Department:-** Conducts online registrations for JAMB, WAEC, NECO, Post-UTME, and job applications. Uploads O'Level results to JAMB CAPS.
4. **Typing, Printing, and Photocopying Department:-** This Department handles typing of assignments, projects, and documents. They also Manages printing, photocopying, scanning, and laminating and Ensures quality control of printed materials.
5. **Sales and Customer Support Department:-** This Department deals with Sells of computer accessories and stationery (e.g., flash drives, mouse, A4 papers).

CHAPTER THREE

INDUSTRIAL EXPERIENCE

During my internship at Danmaigoro Computer Center, I participated in a comprehensive training program that significantly enriched my understanding of computer technology, customer service, and operational management. This hands-on experience seamlessly integrated academic theory with practical applications, allowing me to bridge the gap between classroom learning and real-world scenarios.

Throughout my time at the center, I had the opportunity to work alongside skilled professionals who provided guidance and mentorship as I engaged in various projects and tasks. I was involved in technical support, where I learned troubleshooting techniques that improved my problem-solving skills. Additionally, my role in customer service enabled me to develop effective communication skills, as I interacted with diverse clients and addressed their specific technological needs.

This internship not only enhanced my technical competencies in hardware and software management but also provided me with insights into the operational aspects of running a successful computer service center. From managing client relationships to understanding the dynamics of service delivery, I gained valuable lessons that will undoubtedly inform my future career in the IT industry.

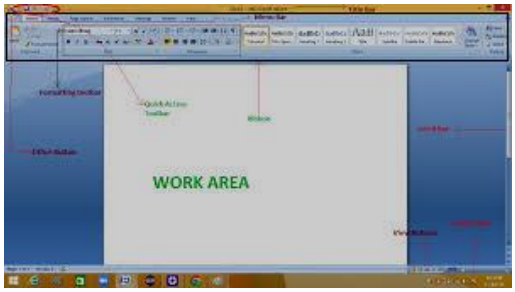
KEY FEATURES OF COMPUTER SKILLS

MICROSOFT WORD

Microsoft Word is a versatile word processing software developed by Microsoft, used globally for creating, editing, formatting, and printing textual documents. It provides a user-friendly interface where users can enter text and apply formatting options such as font style, size, color, bold, italics, and underline. Paragraph formatting tools enable users to adjust alignment (left, right, center, justify), line spacing, indentation, and bullet or numbered lists to enhance readability and structure.

The software supports the creation of professional documents like letters, memos, reports, certificates, and academic projects. Page layout tools allow the customization of page size, margins, orientation (portrait or landscape), and page breaks. It also enables users to insert elements such as images, shapes, tables, SmartArt, charts, headers and footers, watermarks, and hyperlinks to enrich the document visually and functionally.

One of the advanced features is Mail Merge, which allows users to generate multiple personalized documents (such as result slips, admission letters, or certificates) by connecting to a data source like Microsoft Excel. Microsoft Word also has tools for referencing, including automatic table of contents generation, footnotes, endnotes, citation insertion, and bibliography management. Proofing tools such as spell check, grammar check, thesaurus, and word count help in improving the quality of the document. The “Track Changes” and “Comments” features are useful for document review and collaboration. Before finalizing documents, users can use the print preview to confirm layout, adjust printer settings, and export files to PDF for easy sharing and high-quality printing**.**

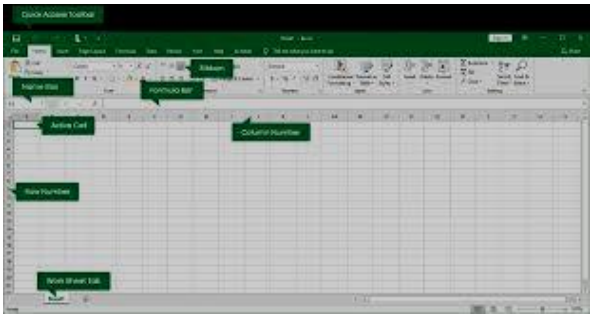


MICROSOFT EXCEL

Microsoft Excel is a spreadsheet program designed to store, organize, analyze, and visualize data. It provides a grid of rows and columns where users can enter numeric or text data. Excel supports a wide range of functions and formulas, such as SUM, AVERAGE, COUNT, VLOOKUP, IF, and CONCATENATE, which automate calculations and data manipulation.

Formatting features allow users to adjust column widths, row heights, apply borders, merge cells, and use conditional formatting to highlight key data. Data can be sorted in ascending or descending order and filtered to display specific criteria. Excel charts such as bar, column, pie, and line graphs help in presenting data visually for better understanding.

The software also offers tools like Data Validation, PivotTables, and What-If Analysis, useful for managing large datasets and forecasting. Excel sheets can be protected with passwords to prevent unauthorized editing. Page layout tools allow for setting print areas, scaling, and fitting data to one page before printing. It is widely used in preparing student score sheets, inventory records, finance tracking, and customer databases.

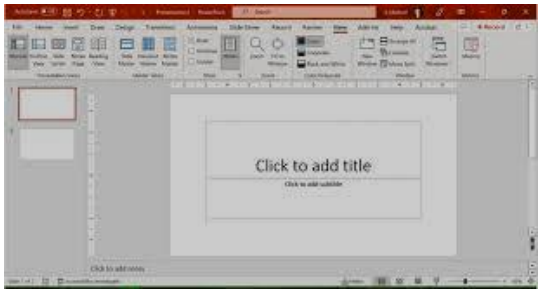


MICROSOFT POWERPOINT

Microsoft PowerPoint is a presentation software used to create professional slideshows for educational, corporate, and marketing purposes. It offers pre-designed templates and blank slides where users can insert text, images, videos, shapes, icons, tables, and SmartArt to convey information clearly.

Slides can be customized using themes, background styles, and font schemes to maintain visual consistency. Transitions between slides and animations on objects help in capturing audience attention. Slide Master enables users to define consistent layouts and designs across the entire presentation. Presenter tools include slide notes, rehearsal timing, and presenter view, which displays the slide and speaker notes during a live presentation. PowerPoint files can be exported to PDF or video format and shared via email or uploaded

online. The application is useful in preparing tutorials, seminars, school projects, and business pitches.

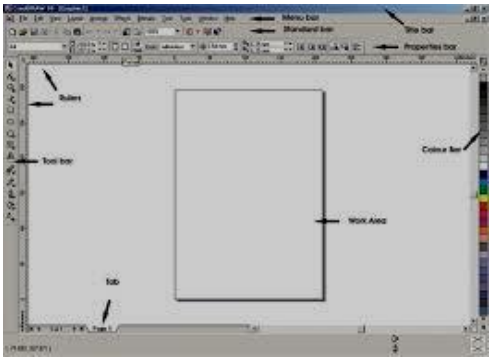


GRAPHIC DESIGN

Graphic design involves the creation of visual content for communication using software tools such as CorelDRAW, Adobe Photoshop, and online platforms like Canva. It combines elements such as text, images, shapes, colors, and layouts to produce designs for flyers, posters, ID cards, banners, logos, and brochures.

Design work begins with selecting the appropriate canvas size based on print or display requirements. Tools like the shape tool, pen tool, text tool, and fill tool are used to create and manipulate design elements. Typography (choice and arrangement of fonts), color theory, alignment, and layering are essential principles applied to ensure a balanced and attractive layout.

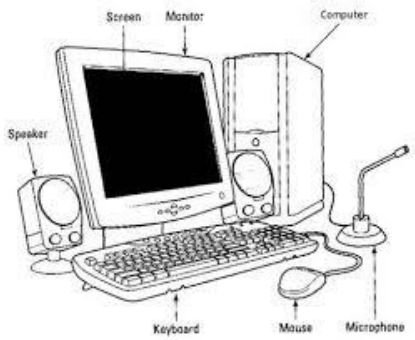
Image editing features like cropping, background removal, and photo enhancement are handled in Photoshop or Canva. Completed designs are exported in formats such as JPEG, PNG, and PDF for printing or digital use. File resolution and color mode (CMYK for print, RGB for digital) are adjusted to ensure output quality. Graphic design is essential in branding, publicity, and visual storytelling**.**



EQUIPMENT AND TOOLS USED

During the course of industrial training at the computer center, several tools and equipment were used to perform various tasks efficiently. These tools facilitated typing, data processing, document printing, graphic designing, and other computer-related services. The major equipment and tools used include:

1. **Desktop Computers and Laptops**:- Used for all computer-based operations such as typing, data analysis, internet access, printing, graphic design, and presentations. They were equipped with essential software like Microsoft Office Suite, CorelDRAW, and internet browsers.



2. **Printers (Inkjet and Laser Printers)**:- Used for printing documents, ID cards, forms, exam slips, and images. Both black & white and colored printers were used depending on the task. Some multifunction printers also provided scanning and photocopying services.

3. **Scanners**:- Utilized to convert hardcopy documents into digital formats. These were useful for document archiving, online registration, and ID card processing.
4. **Photocopy Machine**:- Used to duplicate documents such as exam slips, handouts, credentials, and certificates for clients and students.

5. **Laminating Machine**:- Employed to protect and preserve documents like ID cards, certificates, and admission letters by sealing them in plastic film.

6. **Paper Cutter (Guillotine Cutter):-** Used to trim printed materials, business cards, ID cards, and flyers to the desired sizes with neat finishing.

7. **Uninterrupted Power Supply (UPS):-** Provided backup power for computers during power outages, preventing data loss and abrupt system shutdowns.
8. **Flash Drives and External Storage Devices:-** Used for transferring files, saving project documents, and backing up client data.

9. **Internet Modem or Wi-Fi Router:-** Enabled internet connectivity for online services such as registration, email communication, downloading of forms, and real-time updates.

DUTIES PERFORMED IN THE ORGANIZATION

During my Student Industrial Work Experience Scheme (SIWES) at the computer center, I was actively involved in various activities and daily operations. My responsibilities included:

- I was responsible for typing official letters, students' assignments, CVs, application forms, receipts, certificates, and other general documents using Microsoft Word.
- I handled document printing (black & white and color) and made photocopies of important papers, credentials, ID cards, and handouts for clients and students.
- I scanned hard copy documents for clients and sent or received emails on their behalf, ensuring correct document formats and attachments.
- I worked on designing flyers, ID cards, business cards, banners, and certificates using CorelDRAW and Canva under supervision.
- I entered and organized data using Microsoft Excel, such as student results, attendance lists, and client information.
- I was in charge of organizing files into folders, saving documents properly, and backing them up in external drives or flash drives.
- I attended to clients, responded to their requests, directed them to the appropriate service desk, and ensured a smooth workflow.
- I assisted in laminating ID cards and certificates, trimming printed documents using a cutter, and binding reports and projects using spiral binders.

SKILLS ACQUIRED DURING THE TRAINING

The training period enhanced my technical, communication, and computer-related skills. Below are the key skills I acquired:

- Gained full mastery in creating and formatting, professional documents, using tools like page layout, insertions, headers/footers, mail merge, and proofreading features.
- Acquired knowledge of spreadsheet operations including data entry, formulas (SUM, AVERAGE, COUNT, etc.), formatting, sorting, filtering, and basic chart creation.
- Learned how to create visually appealing presentations using slide layouts, transitions, animations, images, and SmartArt tools.
- Understood the basics of graphic design using tools like CorelDRAW and Canva to create designs for branding, events, and marketing.
- Gained practical experience in printing, troubleshooting printer errors, replacing ink cartridges, and performing maintenance tasks on printers.
- Improved typing speed and accuracy through regular use of Microsoft Word and online forms.
- Developed confidence in communicating with clients, resolving their complaints, and offering technical assistance when necessary.
- Mastered the use of laminating machines, cutters, and binding machines for final document presentation and delivery.

CHAPTER FOUR

CHALLENGES AND PROBLEM ENCOUNTERED

As a student participating in the Student Industrial Work Experience Scheme (SIWES), I often found myself frustrated by the array of challenges that came with securing meaningful internships. While I understand that gaining practical knowledge is essential for my academic growth, it became clear that companies also need to play a supportive role in the internship process. Although internships are predominantly associated with polytechnics, many universities now offer similar programs to provide students across various fields with practical experience. The main goal of SIWES is to bridge the gap between theoretical learning and real-world application, helping students prepare for their future careers. However, despite its noble objectives, the internship experience often presents several challenges that I, and many of my peers, have encountered.

Some of the major challenges include:

1. A slow or unstable internet connection affected online services such as registrations, result checking, form submissions, and downloads. This sometimes led to long queues and delays in attending to clients.
2. On busy days, especially during examination periods and registration deadlines, the center was crowded. Attending to multiple clients at once required speed, accuracy, and patience. This sometimes caused stress and fatigue.
3. Issues like paper jams, ink spillage, low toner, and unresponsive printers occasionally disrupted operations. Fixing them required extra time and sometimes guidance from a more experienced technician.
4. Some clients were impatient, especially when experiencing delays or system errors. Managing their expectations and keeping calm under pressure was challenging but taught me customer service skills.
5. Balancing personal development (like practicing graphic design or exploring Excel functions) with real-time office duties was sometimes difficult due to continuous inflow of clients.
6. At the beginning, I struggled with unfamiliar tools in CorelDRAW and Excel. However, with consistent practice and supervision, I gradually improved.
7. During hot weather, working in a poorly ventilated environment with multiple machines running was uncomfortable and affected concentration.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The Student Industrial Work Experience Scheme (SIWES) at the computer center provided me with an opportunity to gain practical knowledge and hands-on experience in various areas of computer operations. Throughout the training, I participated in tasks such as document typing, printing, photocopying, online registration, scanning, graphic design, data entry, and customer service. I was exposed to the use of various tools and software including Microsoft Word, Excel, PowerPoint, CorelDRAW, Canva, and internet browsers.

The program also allowed me to interact with customers, work as part of a team, manage time effectively, and solve real-life technical challenges. I improved my typing speed, design skills, and understanding of printing processes, while also learning how to handle pressure, prioritize tasks, and troubleshoot minor system issues.

CONCLUSION

The SIWES program was a productive and enlightening experience. It successfully bridged the gap between theoretical classroom knowledge and practical fieldwork. I was able to develop important technical and interpersonal skills that will be useful in my academic and future career journey. The training also gave me deeper insights into the operations of a professional computer service center and the importance of ICT in today's world.

Overall, the attachment exposed me to the real working environment, helped me understand the demands of customer satisfaction, and reinforced my confidence in computer-related tasks.

RECOMMENDATIONS

- SIWES should be encouraged for all students across disciplines to equip them with the necessary industry-based knowledge.
- There should be regular follow-up or supervision by lecturers to ensure students are actively engaged.
- The computer center should invest in more modern and faster systems to reduce workload pressure and improve customer satisfaction.
- Staff should be encouraged to organize regular training for interns to improve their knowledge in areas such as advanced graphics, software installation, and troubleshooting.
- Students should take the training seriously and show interest in learning both technical and customer service skills.
- They should also make efforts to practice beyond what they're taught and seek help when necessary to build competence.

  Therefore, I strongly advocate for the continued support of the SIWES program by the Industrial Training Fund (ITF). This initiative plays a crucial role in providing students at higher institutions with practical experience that equips them to meet the evolving demands of the labor market.