**A TECHNICAL REPORT ON STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME(SIWES)**

**TRAINING PROGRAMME (2021) AT**

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**BY**

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**DEGREE IN COMPUTER SCIENCE**

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**DECLARATION**

I Moses-Gombo Diepreye T. declare that this project report is based on my own work carried out during the SIWES program under the supervision of Mr. Lukman Ademola (*It channels support Officer* – Globus bank).

I assert the statements made and conclusions drawn are an outcome of my research work. I further certify that:

1. The statements made and conclusions drawn are an outcome of my research work.
2. This work has not been submitted to any other Institution for any other degree/diploma/certificate in this university or any other University.
3. I have followed the guidelines provided by the university in writing the report.
4. Whenever I have used materials (data, theoretical analysis, and text) from other sources, I have given due credit to them in the text of the report and giving their details in the references.

**ACKNOWLEDGEMENTS**

I am grateful to Almighty God, the beginning and the end, my creator, and my everlasting father who preserved my life throughout the period of my SIWES program. May His name be glorified and worshipped forever. My profound gratitude goes to my parents and siblings for the tremendous contribution and support both morally and financially during my course of education. I pray the lord will continually bless you and guide you in His grace.

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**ABBREVIATIONS AND KEYWORDS**

POS

ATM

NIBSS

PTSP

CIB

ISSUER

ACQUIRER

SWITCH/PROCESSOR

CUSTOMER

MERCHANT

TID

MID

PAN

RRN

SLA

IP

PORT NUMBER

TELNET

NQR

FEP

CBA

**CHAPTER ONE**

INTRODUCTION

1.0 INTRODUCTION TO THE STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

The Student Industrial Work Experience Scheme (SIWES) was established by the Industrial Training Fund (ITF) in 1973 to enable students of tertiary institutions to have technical knowledge of industrial work based on their course of study before the completion of their program in their respective institutions. The scheme was designed to expose students to industrial environments and enable them to develop occupational competencies so that they can readily contribute their quota to national, economic, and technological development after graduation. The major benefits accrued to students who participate conscientiously in Student Industrial Work Experience Scheme (SIWES) are the skills and competencies they acquire. The relevant production skill remains a part of the recipients of industrial training as life-long assets that cannot be taken away from them. This is because the knowledge and the skills acquired are internalized and become relevant when required in jobs or functions. In the earlier stages of science and technology education in Nigeria, students were graduating from their respective institutions without any technical knowledge or working experience. It was in this view that students undergoing science and technology-related courses were mandated for SIWES in different institutions to widen their horizons and to enable them to have the technical knowledge or working experience before graduating from their various institutions.

1.0.1 AIMS AND OBJECTIVES OF SIWES

The Industrial Training Fund Policy Document No.1 of 1973 which established SIWES

outlined the objectives of the scheme. Participation in SIWES has become a necessary

precondition for the award of Diploma and Degree certificates in specific disciplines in most

institutions of higher learning in the country, in accordance with the educational policy of the government. The objectives are to:

* Provide an avenue for students in higher institutions of learning to acquire industrial skills and experiences during their course of study.
* Prepare students for industrial work situations that they are likely to meet after graduation.
* Expose students to work methods and techniques in handling equipment and machinery that may not be available in their institutions.
* Provide students with the opportunities to apply their educational knowledge in real work situations, thereby bridging the gap between theory and practical.
* Enlist and strengthen employers’ involvement in the entire education process and prepare students for employment in Industry and Commerce (Information and guideline for SIWES, 2002).

1.1 THE ORGANISATION

1.1.1 HISTORY OF THE ORGANISATION

Globus Bank is a commercial bank with National Authorization. Registered as a limited liability company on March 6, 2019, licensed by the Central Bank of Nigeria on July 10, 2019, and commenced operations on November 6, 2019, the Bank aims to be Nigeria's foremost digital Bank, providing best-in-class solutions that are specifically tailored towards meeting customer needs in a timely and efficient manner. Globus Bank is focused on revolutionizing the Financial Services Industry by leveraging Technology and People to deliver exceptional customer experience. We have a workforce of seasoned professionals, as well as visionary leadership and expertise needed to positively alter the industry service equilibrium.

1.2 ORGANOGRAM AND RESPONSIBILITIES

1.3 ROLES/RESPONSIBILITIES AND ACTIVITIES

The *IT channels support* group plays a variety of roles under the department of Information Technology. The department of Information Technology, just like every other department of the organization was mandated to resume activities from 8:00am and close by 5:00pm. During the period of this training program, I was assigned to the department of Information Technology - IT channels support.

The IT channels support group can be further divided into smaller units.

* POS/ATM unit
* CIB unit
* USSD unit

POS/ATM unit

This is the unit of which I was functioning as an intern. The POS/Atm unit is responsible for the following activities, POS support, ATM support, processing of POS request from Globus bank customers, POS and ATM record management, ATM deployment (in the case of starting up a new branch).

As a support person, I was first assigned to handling incoming POS requests of different merchants. There are a few stages to processing POS requests, but it is important to note the first and last stages: Data capturing and POS deployment. I was assigned to other roles like providing support for POS merchants, ATM monitoring, updating record of (POS) paper-roll requests. Some of these job roles required interaction-skills, critical thinking, attentive listening, while others demanded proficiency in the use of Microsoft office tools. The most important requirement was experience. The more experience you have on the job, the more efficient and effective you become. I believe this concept applies to all job roles.

2.0 IT CHANNELS SUPPORT