



**TECHNICAL REPORT**  
**ON**  
**STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME (SIWE)**

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**UNDERTAKEN AT**



**KWARA STATE TELEVISION AUTHORITY**  
**APATA YAKUBA, ILORIN.**  
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## **DEDICATION**

I dedicate this student industrial work experience scheme (SIWES) report to Almighty God for his power and grace towards the completion of the SIWES program

## **ACKNOWLEDGEMENT**

My Special appreciation goes to God Almighty the giver of life, my Parents for their love and care. I thank them for their financial, moral and spiritual support and for giving the privilege and right guidance among others.

I also acknowledge my supervisor for his intellectual contribution and support during my (S.I. W.E.S).

A big thank you to all my colleagues from different institutions that formed the group members during my training, they made me appreciate and believe in team work.

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## **CHAPTER ONE INTRODUCTION 1.1 BACKGROUND**

The Student Industrial Work-Experience Scheme (SIWES) is a comprehensive training program initiated by the government to equip students with practical skills and knowledge aligned with their career objectives. This supervised intervention aims to develop occupational competencies, providing participants with hands-on training and on-the-job mentorship <sup>1</sup>.

Designed for students pursuing specialized courses in tertiary institutions, SIWES encompasses disciplines such as engineering, technical fields, business, applied sciences, applied arts, Mass Communication, and more. The program's primary objective is to bridge the gap between theoretical knowledge and practical application, enhancing students' mental and creative abilities.

Established by the Federal Government on October 8, 1971, the Industrial Training Fund (ITF) plays a crucial role in implementing SIWES. With offices in each state, the ITF facilitates students' exposure to industrial work methods, fostering a seamless transition from academia to industry.

### **1.2 IMPORTANCE AND OBJECTIVES OF SIWES**

The Students Industrial Work Experience Scheme (SIWES) is a mandatory skills training program integrated into the Minimum Academic Standards for degree programs in Nigerian universities and polytechnics. This initiative aims to bridge the gap between theoretical knowledge and practical application in various disciplines, including engineering, technology, science, agriculture, medicine, management, and Mass Communications.

By participating in SIWES, students gain hands-on experience with industrial machinery and equipment, professional work methodologies, and essential safety protocols for protecting workers and work environments in diverse organizational settings.

### **1.3 OBJECTIVES OF SIWES**

The primary objectives of the Students Industrial Work Experience Scheme (SIWES) are:

1. To equip students with the necessary skills and knowledge to excel in their future careers, preparing them for the workforce they will encounter post-graduation.
2. To provide students in Nigerian universities with hands-on industrial experience and skills relevant to their field of study.
3. To facilitate a seamless transition from academia to industry, enhancing students' prospects for employment and professional networking.
4. To foster collaboration between employers and educational institutions, ensuring that graduates are adequately prepared for the workforce.

5. To offer students the opportunity to apply theoretical concepts in real-world settings, bridging the gap between academic learning and practical experience.
6. To expose students to industry-specific techniques, equipment, and machinery, supplementing their university education with invaluable practical knowledge.

#### **1.4 IMPORTANCE OF SIWES**

The Students Industrial Work Experience Scheme (SIWES) offers numerous benefits, including:

1. **Practical Application of Theoretical Knowledge:** SIWES provides students with the opportunity to apply theoretical concepts in real-world settings, enhancing their understanding and retention of academic material.
2. **Exposure to Practical Work Methods:** The program exposes students to industry-specific techniques, equipment, and machinery, bridging the gap between academic learning and practical experience.
3. **Enhanced Collaboration:** SIWES strengthens partnerships between employers, universities, and the Industrial Training Fund (ITF), fostering a collaborative approach to education and workforce development.
4. **Labour Market Preparation:** By participating in SIWES, students are better prepared for the labour market after graduation, possessing the skills, knowledge, and practical experience required to excel in their chosen careers.

## **CHAPTER TWO DESCRIPTION OF KWARA TV AUTHORITY**

### **BRIEF HISTORY OF KWARA TELEVISION**

Kwara State's desire for a television station began in the 1970s, but was initially thwarted by the 1977 Nigeria Television Decree.

In 1991, a technical committee assessed the feasibility of a state television station. The committee's recommendations led to the contract award in July 1992 by Governor Alhaji Mohammed Sha'abaLafiagi.

Kwara TV began test transmissions in April 1994, launched news programs in April 1995, and commenced full transmission on March 12, 1997, under ModibboIshaqKawu's leadership. Its signals covered most of Kwara State and neighboring states.

### **VISION STATEMENT**

“Empowering global transformation through world-class broadcasting, rooted in our heritage and driven by innovation.”

### **MISSION STATEMENT**

"Building a premier TV station, driven by professionalism, innovation, and quality programming, to foster lasting stakeholder relationships."

## **2.2 OBJECTIVE OF KWARA TV**

The primary objectives of broadcasting are to inform, educate, and entertain audiences, while adhering to established codes, ethics, and best practices. These guidelines ensure the protection of audience rights and cater to diverse groups, including women and children.

Our core objectives include:

1. Educating, enlightening, and informing our audience through entertaining programming.
2. Establishing and operating radio and television distribution services.
3. Acquiring and broadcasting content from various sources.
4. Organizing and subsidizing educational activities and public entertainment for broadcast purposes.
5. Collecting news and information globally through various means and collaborating with news agencies.

In Nigeria, the National Broadcasting Commission (NBC) regulates the broadcasting industry, issuing licenses to operators and monitoring their output to ensure professionalism and adherence to industry standards.

The Nigerian broadcasting industry has several organizations that play crucial roles in its development.

- Broadcasting Organisations of Nigeria (BON): Established in 1973, BON is a voluntary association of radio and television stations. Its primary objectives include serving as a meeting point for all radio and television stations, encouraging content and technology innovation, and advancing the interests of its members <sup>1 2 3</sup>.
- Society of Nigeria Broadcasters (SNB): Formed in 1979, SNB focuses on the welfare of broadcasting practitioners. The organization aims to lay down standards of knowledge, training, and experience in the art and science of broadcasting <sup>4</sup>.
- Freelance and Independent Broadcasters Association of Nigeria (FIBAN): Established in 2002, FIBAN caters to the welfare of its members, who are freelance and independent broadcasters.

These organizations contribute significantly to the growth and development of the Nigerian broadcasting industry.

## **2.3 ORGANIZATIONAL STRUCTURE OF KWARA TV AUTHORITY**

Kwara TV's organizational structure is hierarchical, with a General Manager at the apex. The General Manager oversees the overall strategy, direction, and management of the station.

Reporting directly to the General Manager are several department heads, including:

- Head of News and Current Affairs
- Head of Programs
- Head of Engineering E.T.C.

## **2.3 VARIOUS DEPARTMENT IN KWARA TV AUTHORITY**

Below are the various departments involved in day-to-day operations of kwara TV

**1. Program Department:** The Programming Division is a key department at Kwara TV, responsible for developing and distributing educational content. This includes a wide range of programs covering subjects such as:

- Science



- Mathematics
- History
- Geography

To ensure programs meet the needs of students and educators, the division collaborates closely with schools and educational institutions. Additionally, it promotes community awareness of the station's educational programs, fostering a stronger connection with its audience.

## **2. News and Current Affairs Department**

Gathers, creates, and transmits news and information on current events, collaborating with journalists and correspondents. Produces the station's premier news program.

## **3. Engineering Department**

Maintains and operates the station's technical equipment, including studio cameras, microphones, and transmission equipment. Ensures technical systems function properly.

## **4. Finance Department**

Manages the station's financial operations, including budgeting, accounts receivable and payable, payroll, and financial reporting.

## **5. Personnel or Human Resources Department**

Manages the station's workforce, including recruitment, hiring, training, employee relations, compensation, and benefits. Ensures compliance with labor laws.

## **6. Marketing and Public Relations Department**

Promotes the station's programming and services, develops marketing campaigns, coordinates media relations, and manages social media accounts.

## **7. Production Department**

Handles the creative and technical aspects of programming, including concept development, scriptwriting, shooting, editing, and post-production.

## **8. Business Development Department**

Identifies and develops new business opportunities, researches potential partnerships and revenue streams, and maintains relationships with existing partners.

### **CHAPTER THREE WORK EXPERIENCE**

Participating in the Student Industrial Work Experience Scheme (SIWES) at Kwara TV Authority was a pivotal moment in my academic journey. This internship provided me with invaluable hands-on experience in broadcasting and media production.

On my first day, I was introduced to the various departments within the organization and assigned to the Programming Department. Under the guidance of Dr. Abdulrasaq Yusuf, the head of the department, I gained insight into the station's operations.

Throughout my internship, I collaborated with colleagues from diverse institutions, engaging in discussions that enhanced my knowledge of television broadcasting terminology. I also had the opportunity to work alongside National Youth Service Corps (NYSC) members, who generously shared their expertise and provided valuable mentorship.

As a member of the programming team, I assisted with continuity tasks, previewing scheduled programs and inspecting their progression. I became familiar with the station's weekly programming, including news and shows like "Youth Central." Notably, I acquired skills in utilizing compatible vocabulary and expressions.

One of the most significant benefits of my experience was the chance to work with individuals from varied cultural and educational backgrounds. This exposure broadened my perspective and taught me the importance of teamwork and collaboration.

In conclusion, my SIWES experience at Kwara TV Authority was transformative. I acquired practical skills in television production, developed a deeper appreciation for the industry, and forged valuable connections with professionals in the field. This experience has instilled confidence in my abilities, and I am eager to apply the knowledge and skills gained in my future career.

### **CHAPTER FOUR OUTLINE OF WORK DONE DURING MY SIWES PROGRAMME AT KWARA TV**

This chapter consists breakdown of work done and some theoretical aspects of my training.

## Program Department in a Television Station

The **Program Department** plays a crucial role in shaping the overall content and structure of a television station's broadcasts. It is responsible for designing, scheduling, and managing various programs that engage and inform viewers. Unlike the News Department, which focuses on real-time reporting, the Program Department handles entertainment, talk shows, educational content, and other pre-planned productions.

### Television Program Planning and Scheduling

One of the key responsibilities of the Program Department is **program planning and scheduling**. This involves selecting suitable content, determining airtime for various programs, and ensuring a balanced mix of entertainment, educational, and informative shows. The goal is to create a lineup that maintains audience engagement while aligning with the station's objectives.

Television stations categorize their programs based on audience preferences, peak viewing times, and content type. The **Prime Time Slot** (usually in the evening) is reserved for high-profile shows, while morning and afternoon slots may feature lighter content such as talk shows, educational programs, and reruns.

### Program Production Process

Producing a television program involves several stages:

1. **Concept Development** – Creating an idea for a show, defining its objectives, and identifying the target audience.
2. **Scripting and Pre-production** – Writing scripts, gathering necessary resources, and planning the production workflow.
3. **Production** – Recording or broadcasting the program, including live or pre-recorded content.
4. **Post-production** – Editing, adding special effects, and ensuring the final version is polished before airing.
5. **Broadcast and Monitoring** – Scheduling the program for airing and reviewing audience feedback for improvements.

### Content Development and Audience Engagement

The **Program Department** works closely with producers and directors to develop engaging content tailored to different demographics. Interactive shows, audience participation programs, and reality-based content are examples of strategies used to keep viewers interested.

Social media and digital platforms have also become integral to audience engagement. The department often utilizes viewer feedback through online polls, live chats, and social media trends to improve programming decisions.

### Challenges in Program Management

Managing television programs comes with several challenges, such as:

- **Ensuring content relevance** to the target audience.
- **Balancing commercial and creative interests** to satisfy both advertisers and viewers.
- **Meeting production deadlines** to ensure a smooth broadcast schedule.

## **Experience Gained in the Program Department**

During my SIWES attachment in the **Program Department**, I had hands-on experience in:

- Assisting with program scheduling and monitoring content flow.
- Observing how production meetings are conducted to refine show concepts.
- Learning basic editing techniques used in post-production.
- Understanding how audience feedback is incorporated into programming decisions.

By the end of my training, I had developed a clearer understanding of how television programs are structured, produced, and broadcasted. This experience provided me with valuable insight into the inner workings of a television station beyond just news reporting.

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## **NTBB (NOT TO BE BROADCAST)**

In television, "not to be broadcast" (NTBB) is a term used to describe content that is not suitable for airing on television. This content may be too violent, obscene, or controversial for television viewers. It may also be advertising or promotional material that does not meet the standards set by the station. Content that is marked NTBB is typically removed from the broadcast schedule and is not aired on television.

There are several words and phrases that are marked NTBB on television. Some of the most common NTBB words include: sex, nudity, violence, graphic, disturbing, explicit, commercial, illegal, and offensive. There are also certain phrases that are often marked NTBB, such as "for mature audiences only," "adult content," and "restricted content." When these words or phrases are used, they are typically accompanied by a warning message that tells viewers that the content is not suitable for all audiences.

## **UNDERSTANDING TELEVISION (An audiovisual medium)**

In general, the term "television medium" refers to television as a whole, encompassing not only the physical hardware used to watch television (such as televisions and set-top boxes), but also the content that is broadcast on television channels. It includes all of the programs, commercials, and other types of content that viewers see when they turn on their televisions. Television is considered a medium because it is a method of communication that is used to convey information and ideas to an audience. (Raymond Williams)

Television is a powerful tool for sharing information and stories with the world. By combining images, sound, and text, it creates a more immersive and engaging experience than other forms of media. Additionally, television is an accessible medium, reaching people from all walks of life. It can also be cost-effective, making it an attractive option for businesses and organizations. Lastly, the visual appeal of television makes it a highly effective way to communicate ideas and emotions.

Television programming can be divided into several categories, including news, sports, entertainment, and educational programming. News programs provide up-to-date information on current events, while sports programs offer coverage of sporting events and related stories. Entertainment programming includes a wide range of options, from sitcoms and dramas to talk shows and reality television. Educational programming, such as documentaries and educational shows, aims to teach viewers about a variety of topics.

## TYPES OF PROGRAMS ON TELEVISION

News programs: they are typically broadcast at specific times of the day, such as morning, evening, and late-night news. News programs cover a wide range of topics, including local, national, and international events. They often include on-site reporting and interviews with experts and people involved in the news.

-Weather reports are usually part of news broadcasts, and may be presented by a meteorologist.

-Talk shows are often a part of news programming, and may cover a variety of topics.

**Sports programming:** is typically devoted to live or pre-recorded coverage of sporting events. This can include major sports leagues, such as the NFL, NBA, and MLB, as well as college and high school sports. Sports programming may also include analysis and commentary by experts and former athletes.

**Entertainment programming:** is a huge part of television, and includes many different genres. Dramas include shows such as soap operas, legal and medical dramas, and primetime dramas. Comedies include sitcoms, sketch comedy shows, and stand-up comedy specials. Reality shows are a popular genre, and can include competition shows, makeover shows, and dating shows.

**Educational programming** covers a wide range of topics, from science and nature to history and cooking.

**Documentary programming:** Documentaries are typically factual, non-fiction programs that explore a variety of topics, such as history, science, and nature. They can be presented as featurelength films or as series, and may be created for television or theatrical release.

Documentaries often include interviews with experts and archival footage.

## TELEVISION STUDIO

Television stations typically have a few different types of studios, including:

**-Control rooms:** Control rooms are used to direct and coordinate the various elements of a television program. They typically contain a video switcher, audio mixing console, and other equipment needed to produce and broadcast a show.

**-Production studios:** Production studios are used for creating a variety of different types of programming, such as News Casting, talk shows, and other entertainment programs.

## TELEVISION MEDIA EQUIPMENT

**Video Switcher:** A video switcher is a device that allows the director to switch between different video sources. For example, if a television show is using three cameras to capture different angles, the director can use the video switcher to switch between those different shots. The video switcher also allows for the insertion of graphics and other effects.

**The audio mixing console:** This is a device that allows the audio engineer to control the levels of different audio sources. For example, the engineer can control the levels of the microphones, background music, and other audio elements. In a television broadcast, the audio mixing console is crucial for ensuring that the audio is clear and balanced.

**Masters control unit:** This is the device that takes the various video and audio signals and combines them into a single broadcast signal. This signal is then sent out to viewers via cable, satellite, or other means. The master control unit also controls the timing of the broadcast, ensuring that everything is broadcast at the correct time.

**Teleprompter:** A teleprompter is a device that displays the script for the anchors or reporters to read from. The teleprompter is typically positioned just below the camera lens, so that it's easy for the on-air talent to read without looking away from the camera.

**The video server:** A video server is a device that stores video content and makes it available for broadcast. Video servers can be used to store pre-recorded content, such as news clips or commercials, or they can be used to store live video from a camera. Video servers allow for quick and easy access to content, making them an essential part of the broadcast process.

**Vision mixer:** The vision mixer, also called a vision switcher, is a device that allows the director to switch between different video sources. It can be used to switch between live cameras, prerecorded content, and graphics. It also allows the director to add effects, such as wipes and fades, to the video.

**The video router:** The video router is a device that routes video signals from different sources to different destinations. It allows for the easy connection of different video sources, such as cameras, computers, and VTRs, to the broadcast system. The video router is a key part of the broadcast infrastructure, allowing for the distribution of video content throughout the facility.

**The Camera:** The camera is the device that captures the images that are used in television production. There are many different types of cameras, including studio cameras, ENG (electronic news gathering) cameras, and robotic cameras. Each type of camera has its own specific features and capabilities, and they all play a role in creating the finished product.

**Antennas:** are devices that receive and transmit radio frequency (RF) signals. Television stations use antennas to receive off-air signals from other stations, and to broadcast their own signals to viewers. Antennas come in many different shapes and sizes, and their design and placement are important for ensuring a strong signal.

**Signal processing equipment:** it includes devices that process, modify, and enhance the quality of the video and audio signals. This includes things like amplifiers, equalizers, and compressors. These devices ensure that the signals are of the highest quality possible, and that they meet the technical standards for broadcast.

Encoders convert the video and audio signals into a digital format that can be broadcast or stored on a digital video recorder (DVR). This allows for the transmission of high-quality video and audio over a variety of different networks, including cable, satellite, and over-the-air broadcast. Encoders are essential for ensuring that the video and audio signals are of the highest quality and can be received by viewers.

### **Some sources of information**

**Vox pop:** vox pop is short for voxpopuli, which means "voice of the people" in Latin. It refers to a style of interviewing that involves asking questions to members of the general public about a particular topic. The goal of vox pop is to get a variety of perspectives and opinions on a topic, and to allow the public to share their thoughts and experiences. Vox pop is often used by television news programs and documentaries.

**How to conduct Vox pop** to conduct a successful vox pop, it's important to first have a clear idea of the topic you want to explore. Then, you need to choose a location where you're likely to find people who are willing to participate. Once you find a participant, it's important to ask them openended questions and allow them to speak freely. You should also try to be engaging and make the participant feel comfortable, so they're more likely to share their honest thoughts. It's

also important to record the interview and, if possible, get the participant's permission to use their words in your work.

**Interview:** An interview is a conversation between a journalist and a person or group of people, in which the journalist asks questions and the interviewee answers. The goal of an interview is to gather information and insights from the interviewee, and to present them to the audience in an engaging and informative way. Interviews can be conducted in person, over the phone, or online. There are several types of interviews, including news interviews, celebrity interviews, and in-depth interviews.

## INTRODUCTION TO CAMERA SHOT

Generally, Camera is an electronic device that captures images.

In the context of television, a camera is a device that captures light waves and converts them into a video signal. The camera uses a lens to focus the light waves onto a sensor, which then converts the light waves into electrical signals. These electrical signals are then converted into a digital video signal by a device called an image sensor. The digital video signal is then sent to the multiplexer, where it is combined with the digital radio signal and broadcasted. So, a camera is an essential part of the television system.

### Common Cameras found in Television studios

There are several different types of cameras used in television stations. One of the types of camera is called

**A studio camera:** These cameras are designed to be used in a studio environment, and they often have features like zoom lenses and adjustable tripods. Another type of camera is called a field camera. These cameras are designed to be used in outdoor or on-location environments, and they often have features like weatherproof housings and long-range lenses. A third type of camera is called a robotic camera. These cameras are controlled remotely, and they can be used in hard-to-reach locations.

**The Grass Valley LDK:** This is a studio camera that uses a CCD sensor to capture high-quality video. The LDK is widely used in television studios around the world, and it's known for its high image quality and reliability.

Another popular camera is

**The Sony HDC-1500:** This camera also uses a CCD sensor, and it's known for its low-light performance and its ability to capture slow-motion footage.

## INTRODUCTION TO CAMERA SHOT

Camera shots are a key part of television production, and they refer to the way the camera is positioned relative to the subject. There are several different types of camera shots, they are:

A wide shot: also known as an establishing shot, is used to establish the location and the overall scene. It's typically a long shot, and it can show the entire subject or the entire scene. A medium shot: also known as a medium close-up, is a shot that shows the subject from the waist up. This shot is typically used to show a conversation between two people.

A close-up: also known as a tight shot, is a shot that shows the subject from the neck up. Extreme close-ups: also known as ECUs, are shots that focus on a very small part of the subject, often close enough to see individual pores or freckles. They are used to show fine detail and can be very intimate or even disturbing. They are often used to create tension or suspense.

## **Audio Elements**

**Jingle:** A jingle is a short, catchy song or tune that is used to promote a product or brand. Jingles are often used in commercials and can be incredibly effective in getting a brand's message across. They are designed to be memorable and easy to remember, and often use repetition and rhyming to make them stick in the listener's mind.

**Voice over:** A voice-over is a piece of audio that is played over other footage, such as a video or a film. Voice-overs are often used to narrate the action or provide additional information. They can be used to add context, provide information that is not shown on screen, or simply to create a more immersive experience for the viewer. Voice-overs can be done by professional voice actors, but they can also be done by the people featured in the footage, such as in documentaries or **interviews**.

Voice-overs are used in many different types of television programs. In documentaries, voiceovers are often used to narrate the action and provide context for the viewer. In news and sports broadcasts, voice-overs are used to provide additional information and analysis. In scripted television shows, voice-overs are sometimes used to provide the thoughts and inner monologue of the characters. In reality television, voice-overs are often used to provide commentary from the show's producers or from the participants themselves.

## **Television Documentary**

A television documentary is a non-fiction program that is designed to educate or inform viewers about a particular topic. Documentaries can cover a wide range of topics, from history to science to current events. They often include interviews with experts and first-hand accounts from people who have experienced the topic firsthand. Documentaries are usually longer than traditional television programs, and they often have a more serious tone.

## **Motivational Presentation**

A television motivational presentation is a type of program that is designed to inspire and motivate viewers. It typically includes motivational speakers, success stories, and tips for personal growth. The goal of a television motivational presentation is to help viewers achieve their goals and improve their lives. They are often upbeat and positive, with a focus on self-improvement and reaching one's full potential.

## **Types of Television Presenter News caster**

A news caster is a television presenter who presents the news on a television program. They may work for a local, national, or international news organization. News casters typically read from a teleprompter or script, and they may also conduct interviews and report live from the scene of breaking news.

## **Anchor**

An anchor is a type of television presenter who hosts a news or talk show. They are typically the main host of the show and are responsible for introducing guests, leading discussions, and providing analysis. They may also have a role in reporting the news, conducting interviews, and introducing special segments.

## **Program Producer**

A program producer is a television professional who oversees the creation and production of a television program. They are responsible for everything from the initial concept and pitch to the writing, editing, and shooting of the program. They may also be responsible for the budget, scheduling, and overall creative direction of the show.



## Editor

An editor in television is a person who is responsible for assembling and cutting footage together to create a cohesive and engaging story. They work closely with the producer and director to ensure that the final product meets the creative vision for the program. They use a variety of techniques, such as cutting, splicing, and sound mixing, to create a polished and professional product. **A Stand Upper**

A stand-upper is a type of television reporter who delivers their report from a specific location. They may be reporting from the scene of a breaking news story, or they may be conducting interviews on location. They are typically seen on the evening news, where they provide viewers with the latest information and analysis. Stand-uppers often have extensive journalism experience and may have previously worked as a reporter or correspondent.

## On-Air-Personality (OAP)

An on-air personality, or OAP, is a television presenter who appears on camera to host a show or present the news. They are often referred to as TV personalities or TV presenters. OAPs are typically charismatic and engaging, and they need to be able to think on their feet and keep the audience entertained.

## What is Outside Broadcasting (OB)?

Outside broadcasting, or OB, is a type of television production that takes place in a location outside of a television studio. It requires special equipment, such as satellite trucks, to transmit the live footage back to the studio for broadcast. OB is often used for events such as sporting events, concerts, or political rallies. It can be a complex and challenging process, but it allows viewers to experience events in a more immersive and engaging way. Some famous OB events include the Super Bowl, the Olympics, and the Academy Awards.

## CHAPTER FIVE SUMMARY

The **Student Industrial Work Experience Scheme (SIWES)** is a structured and well-supervised training program designed to equip students with hands-on experience in their respective fields of study. It serves as a bridge between theoretical knowledge gained in the classroom and practical skills required in the workplace.

My time at **KWARA TV** was a valuable learning experience that broadened my understanding of television broadcasting. While attached to the **Program Department**, I gained practical insight into the coordination, production, and execution of television programs. This exposure helped me understand the key elements of television content creation and how programs are structured to engage audiences.

## CONCLUSION

To maximize the impact of SIWES, **institutions and industry regulators** should enforce strict adherence to the program's duration to ensure students receive adequate hands-on training. Bridging the gap between **academic knowledge and industry expectations** requires a well-structured internship experience that aligns with modern workplace demands.

Additionally, **some companies do not accommodate industrial trainees**, limiting students' access to practical experience. Regulatory bodies should enforce compliance among organizations, ensuring they actively support industrial training initiatives.

I strongly encourage **undergraduates to fully embrace the SIWES program**, as it provides an opportunity to develop essential skills beyond classroom learning. This experience has given me **a deeper appreciation of my field**, allowing me to connect theoretical concepts with real-world applications.

## CHALLENGES FACED

Adapting to the professional environment initially came with its own set of challenges. Some of the hurdles I encountered during my internship include:

- **Familiarizing myself with the work culture** and expectations of a professional setting.
- **Interacting with industry professionals** and understanding workplace dynamics.
- **Adjusting to the fast-paced nature of television broadcasting**, where deadlines are strict and efficiency is crucial.
- **Enhancing my communication skills**, as I was encouraged to contribute ideas, analyze content, and engage in discussions about programming.
- **Meeting performance expectations**, including fluency in spoken English, voice modulation, and timing when presenting content.

Despite these challenges, the experience helped me grow in confidence and adaptability, both of which are essential for success in the media industry.

## RECOMMENDATIONS

While SIWES has been beneficial in achieving its objectives, further improvements can enhance its effectiveness. Below are some recommendations to strengthen the program:

1. **Increased participation from private organizations** to address funding constraints and provide students with more placement opportunities.
2. **Strategic placement of students in industries relevant to their course of study** to ensure they acquire the right skills.
3. **Provision of adequate financial support** for students during their internship period to ease transportation and other expenses.
4. **Recognition of SIWES students by host organizations** through **certificates of recommendation** to improve their chances of securing jobs post-graduation.

By implementing these measures, SIWES can continue to serve as a **crucial stepping stone for students**, equipping them with the practical skills and exposure needed to excel in their careers.