

**REPORT OF STUDENT'S INDUSTRIAL WORK EXPERIENCE  
SCHEME (S.I.W.E.S)**

**FEDERAL HIGH COURT ROAD RING-ROAD IBADAN.**

**PREPARED BY**

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## **CERTIFICATION**

This is to certify that this report is carried out by me **ONI ENIOLA  
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Date

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Date

## **DEDICATION**

This report is dedicated to Almighty God the giver of life, spirit and soul. I appreciate His name for the completion of my Student Industrial Work Scheme (SIWES) and for protecting me throughout the ups and down.

I also dedicate this report to my parent and the entire family of ONI for their support the programme.

## **ACKNOWLEDGEMENT**

To God be the glory, great things he hath done, I thank God for his infinite mercy, guidance, blessing and protection over my life during the course of writing the report.

I wish to express my Pro-found gratitude to my wonderful Parents and my beloved brothers and sisters for their moral, spiritual and financial support during the course. I will also like to appreciate my supervisor kingley oluwadamilola for his support morally and academically during the course.

My Sincere thanks goes to the entire staff of DEE GIST UPDATE for their support and accommodation. May God Almighty shower blessings upon you all (Amen).

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

The student's industrial work experience scheme (SIWES) is a programme that is organized by the federal government to expose student to practical aspect of theft professions. The SIWES report consists of the experience that the student has acquired during their four months training. The report is written for a reference purpose to know the practical knowledge the student has acquired relating to the one they are taught while in school. This will also help the student to have practical knowledge of how to relate with client and carryout other necessary activities in relation to the profession.

More so, the ITF has accepted the challenges to bridge the gap between theory and practice.

The SIWES program me was effectively taken over by the ITF in 1985 with the funding being solely borne by the federal government.

### **1.1 OBJECTIVES OF SIWES**

Specifically, the objectives of the Students Industrial Work Experience Scheme (SIWES) are to:

a. Provide an avenue for students in institutions of higher learning to acquire industrial skills and experience in their course of study, which are restricted to Engineering and Technology including Environmental studies and other courses that may be approved.

Courses of NCE (Technical), NCE Agriculture, NCE (Business), NCE (Fine and Applied Arts) and NCE (Home Economics) in Colleges of Education are also included.

- b. Prepare students for the industrial work situation they are to meet after graduation;
- c. Expose students to work methods and techniques in handling equipment and machinery that may not be available in the institutions.
- d. Make the transition from school to the world of work easier, and enhance student contacts for later job placement;
- e. Provide students with an opportunity to apply their knowledge in real work situation thereby bridging the gap between theory and practice; and
- f. Enlist and strengthen employers' involvement in the entire educational process and prepare students for employment in Industry and Commerce.

## **1.2 IMPORTANCE OF SIWES**

1. It exposes students to working system wherever they find themselves after they eventually graduate.
2. It widens the scope of students to vast in the profession.
3. It allows the students to gain work methods, and also teaches student how to handle tools and machinery practically.
4. It enables the students to have the opportunity of securing jobs after graduation.

## **CHAPTER TWO**

### **2.0 JOB UNDERTAKEN**

Training aims at giving the recipient the competencies required to do a job or carry out a function in the present. It is a process of transferring knowledge, skills, abilities and attitudes required to do a specific job or function from one person to another or a group of persons.

According to Akerejola (2008), acquisition of practical skill is an antidote to meaningful development in any society. Ochiagha (1995) also posits that practical knowledge is learning without which mastery of an area of knowledge maybe too difficult to achieve and that practical knowledge involves developing skills through the use of tools or equipment to perform tasks that are related to a field of study.

In Nigeria, the current form of cooperative Education is known as the Student's Industrial Work Experience Scheme (SIWES).

(Okorie, 2001) describes Student's industrial Work Experience Scheme as a skill training program designed to expose and prepare students in institutions of higher learning for industrial work situations they are likely to meet after graduation. Industrial training in Chandigarh provides a systematic introduction to the development of attitudes, talents and ways of industry. Eze (1998) also observed that with the commencement of SIWES in 1974, the aim is at making education more relevant and to bridge the gap between the theory and practice of engineering, technology and science related disciplines in tertiary institutions in Nigeria. From the above, the relevance of Student Industrial Work Experience Scheme (SIWES) cannot be underestimated with its loads of knowledge, skills and practical realities of Nigerian Labor market in totality.

The program exposed me to practical aspects of computing and other related field and how to practice all I was taught in the campus.

The following are the experience I gained during my SIWES program

### **AT FIRST WEEK**

- Introduction to media.
- Communication skills.
- Investigative skills.
- Gathering of details related to a story or event.
- Communicating with editors other writers and subject.
- Beat reporters.

### **AT SECOND WEEK**

- Good Communication skills aid in delivery stories.
- Visual media reporters.
- Finding of trustworthy sources and to locate the origin of a story before other reporters.
- Interpersonal skills.
- Contacting sources and interviewing subjects.
- Working with editor in studio.

### **AT THIRD WEEK**

- Crime scenes and newsworthy engagement.
- Working with editor in the studio.
- Looking for new approaches and topics for creating engaging news stories.
- Delivering stories effectively through any medium.
- Developing professional relationship with other reporters.
- Stay engaged with a story and build a report with crucial contributors.



### **AT FOURTH WEEK**

- Writing communication.
- Excellent writing skills to keep notes.
- Set schedules with interviewees.
- Reporting story details to editors.
- Report work environment.
- Competition and time sensitivity.

### **AT FIFTH WEEK**

- Application of reporting position.
- Producing of accurate and impartial journalism.
- Pre- and post production and studio work.
- Live and pre-recorded.
- How to ensure output material is shared.
- Avoiding of duplication.

### **AT SIXTH WEEK**

- Taking of lead within a team setting.
- How to deliver a specific piece of journalism or project as appropriate.
- Tailor different news treatments for different audiences.
- How to ensure that the output reflects the audiences we serve.
- How to prioritize and plan activities taking into account.
- Delivery to tight deadlines while maintaining the highest editorial standards.

### **AT SEVENTH WEEK**

- Using of technology to gather material for broadcast.
- Understanding how a team works effectively.
- How to build and maintain effective working relationships with a range of people.
- Effective and organizing skills.
- How to concentrate on several areas of work.
- Produce and translate with accuracy.

### **AT EIGHTH WEEK**

- The flexibility and adaptability.
- How to select stories.
- How to provide expert news coverage for broadcast.
- Working within the frame work.
- Creation of varieties of contents.
- How to follow safety instructions.

### **AT NINETH WEEK**

- Delivery of stories which are innovative and engaging for digital platforms.
- News gathering decision.
- Sporting of stories.
- Reporting trip.
- Language skill.
- National affairs together with understanding of international affairs.

### **AT TENTH WEEK**

- How to convey story and programme ideas.
- Learning of new skills (Technologically and Editorially).
- Working priorities.
- Verifying and analyzing thoroughly newsworthy information.
- Live and pre-recorded.
- Written communication.

### **AT ELEVENTH WEEK**

- Assembly findings into a stable story.
- Publish or broadcast news stories.
- Receive assignments or investigate news leads/tips.
- Taking of lead within a team setting.
- Sports reporters.
- Pre- and post production and studio works.

### **AT TWELVETH WEEK**

- Journalism's Ethics.
- Contact, interview and research sources.
- Maintaining of notes and audio recordings.
- Cooperates with reporters.
- How to stay up-to-date.
- Portfolio of published articles or newscasts.

- **AT THIRTEENTH WEEK**

- Computer proficiency.
- MS office.
- Digital editing.
- Web search.
- Databases.
- Investigative skills 2

**AT FOURTEENTH WEEK**

- Excellent communication, lobbying and active listening skills.
- Integrity and morality.
- Receive assignment or evaluate leads or tips
- Research a story's background information.
- Gather information for news stories.
- Arrange interview with people.

**AT FIFTEENTH WEEK**

- Interpersonal skills.
- Gathering of details related to a story or event.
- Coordinate logistics for production or events.
- Establish and maintaining of relationships with individuals who are credible sources of information.
- Report news stories for publication.
- Describing of background of an events.

## **AT SIXTEENTH WEEK**

- Gathering of information about an events through research.
- Interviews, experience, or attendance at political, news or other functions.
- Edit written materials.
- Review and evaluate note taken about news.
- Analysis information obtained from news sources.

## **AT WEEK SEVENTEEN**

- Gathering information for news stories.
- Edit written materials.
- Report news to the public.
- Report on specialized fields
- Determine a published or broadcast story's emphasis.
- General review.

## **AT WEEK EIGHTEEN**

- Transmit news stories.
- Reporting information from remote locations.
- Operate communications and broadcasting equipment.
- Edit and assist in editing.
- Edit audio or video recording.
- Coordinate reporting or editing activities.

## **AT WEEK NINETEEN**

- Take pictures or video and process them for inclusion in a story.
- Conduct taped or filmed interviews or narrative.
- Interview others for news.
- Monitor current trends.

- Write informational material.
- Weather reporter.

## **AT WEEK TWENTY**

- Identifying objects, actions and events.
- Establishing and maintaining interpersonal relationship.
- Document/ Recording information.
- Thinking creatively.
- Interacting with computers.
- Analyzing data or information.

## **CHAPTER THREE**

### **3.0 EXPERIENCE GAINED**

Industrial Training can simply mean the laboratory where student have previous learning. It can also be defined as a place where student have practical exposure and to know knowledge he gained can be radicalized.

The following are the experience I gained during my SIWES program

- Introduction to computer.
- Continuation of introduction to computer.
- Parts of computer.
- Functions of computer.
- How to use the computer efficiently

### **3.1 OBSERVATION**

During the period of this SIWES program, I was able to notice that the program was well planned and it enable students to have practical knowledge especially in the field of their specialization.

**The following are the point I observed:**

- The program helps students to gain more experience.
- There is mutual relationship among the staffs and students.
- The organization encourages seriousness and hardworking

## **CHAPTER FOUR**

### **4.0 PROBLEMS ENCOUNTERED**

Obviously, the SIWES program is well planned and purposeful in the sense that it helps students to get prepared as better of the future leaders and to have practice knowledge of what we have been taught in school.

The following are the experience I gained during my SIWES program

- Introduction to media.
- Communication skills.
- Investigative skills.
- Gathering of details related to a story or event.
- Communication with editors, other writers and subject.
- Beat reporters.



## **CHAPTER FIVE**

### **5.0 RECOMMENDATION AND CONCLUSION**

#### **5.1RECOMMENDATION**

As a result of the benefits of this program. I hereby recommend that it should continue and that organization most especially the private sector should ensure they accept students who are to do the training in their establishments.

#### **5.2CONCLUSION**

In conclusion, federal government should make sure the funds meant for the program gets to the students promptly, also, the organizations should ensure they also support students financially.