



REPORT ON
STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME
(SIWES)

UNDERTAKEN AT

N.T.A FATE ROAD ILORIN

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DEDICATION

Firstly, I want to dedicate this work to the Almighty Allah who saw me through the period of internship, gracing me with wisdom, strength, knowledge, understanding and an unending list of great things. To my parents, Mr. and Mrs. Anifowoshe for their support and guides. My appreciation also goes to my lecturers for the knowledge and wisdom impact to me. I humbly dedicate this work to you.

ACKNOWLEDGEMENT

The favour of God that went before me cannot be overlooked. God saw me through my stay in NTA. I want to thank him for the wisdom and speed he gave to me to adapt to the work, its environs the members of staff. Not to mention that He protected me, ordered my steps, gave me good health and blessed the work of my hands. I am indeed grateful. I also wish to recognise my parents, Mr and Mrs Anifowoshe for performing their active role as parents throughout my training, I really want to appreciate all my brothers and my sisters, you all are the true definition of family, God bless you. In NTA, to the members of staff who were my practical lecturers, I will always celebrate you for the parts of you that remain immensely in me. I say god bless you all.

CHAPTER ONE

1.1 Historical Background of SIWES

SIWES whose full acronym is Student Industrial Work Experience Scheme was established by ITF (Industrial Training Funds) in the year 1973. Its purpose is to solve the problem of lack of adequate skills for employment of tertiary institution graduates by Nigeria industries. It is like program design to expose and prepare all higher institution student to be able to face and fend for their lives. SIWES was established to give a practical cum field-insight of their classroom theoretical training, i.e. gives students the opportunity of acquainting and exposing themselves to the experience required in handling and managing of equipment and machinery that are usually not made available in their institutions.

There was a growing concern and trend that was noticed by some industrialists that graduates of higher institutions lacked sufficient practical background for employment. Students are not given enough equipment in school for their training and this leads to inexperience that prevents them from getting employed. So, the ITF took charge of helping the students and SIWES program was officially approved and presented by the federal government in 1974. There were some challenges the ITF faced through the financial involvement that became unbearable; it then withdrew from the scheme in 1978. In 1979, the federal government handed over the management of the scheme to both the national universities commission (NUC) and the national board for technical education (NBTE).

1.2 Aims and Objectives of SIWES

- Provide an avenue for student to acquire industrial skills for experience during their course of study.
- It exposes student to work methods and techniques.
- Introduce student to real work atmosphere so that they know what they would mostly likely meet once they graduate
- Bridging the gap between theory and practice by providing a platform to apply knowledge learnt in school to real work situations.

- Enabling the easier smoother transition from school by equipping student with better contact for future work placement.
- It also enlighten student to various division of industries or organization of work in which their course of study can be practicalised.
- It enable student to know more the technological innovation in course of study, and some equipment which are or involved
- It enable student to know the practical aspect of chosen field of study.

CHAPTER TWO

2.0 Description of the establishment of attachment

2.1 Brief History of Establishment

The Nigerian Television Authority, NTA Ilorin metamorphosed from the then Nigerian Television NTV Ilorin which was an off-shoot of the proposed Kwara State Television initiated by the then Colonel David Bamigboye's administration which did not see the light of the day before the federal Government's announcement of takeover of all state Televisions in December 1975. The Kwara state executive council in 1973, mooted the idea of a Television Station to promote the image of the state and to inform and enlighten the People about the activities of the Bamigboye administration in the state. In October 1974, council resolved to proceed with the television project.

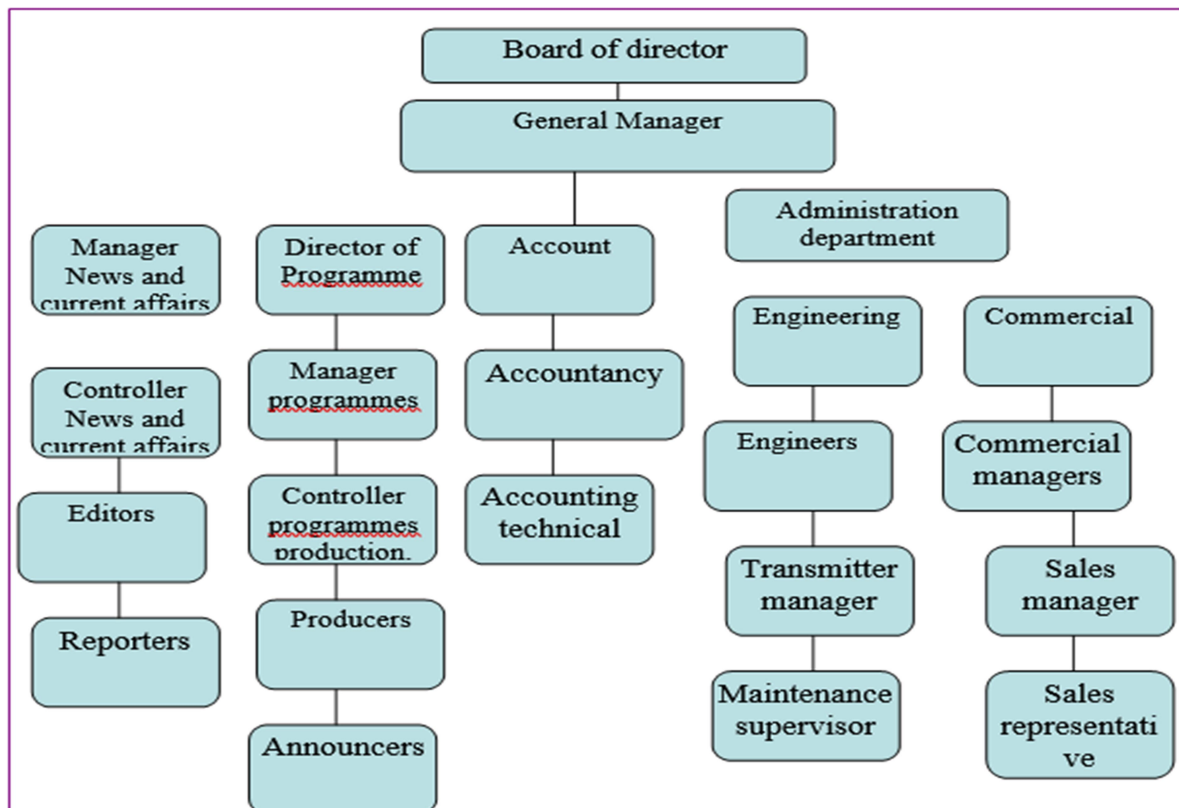
2.2 Department/Units in the Establishment and their Functions

- 1. THE GENERAL MANAGER:** The General Manager of NTA at all the zones holds a position of significant leadership and responsibility. They are responsible for managing and coordinating the various departments within the station to ensure its smooth and successful operation. One of the departments under their purview is the Marketing Department, responsible for selling airtime, sourcing sponsorships, securing advertisements, etc. The Administrative Department handles various administrative functions, including personnel management, logistics, and coordination. The Programming Department handles program scheduling, content acquisition, and audience engagement. In summary, the general manager of NTA stations at all zones holds a crucial managerial position.
- 2. THE ADMINISTRATIVE MANAGER:** This is the one who is in charge of the administrative office. He or she is in charge of managing the daily operations and is in charge of hiring, firing, promoting, and updating personnel records. In addition, he or she keeps an eye on the employees' welfare and wellbeing. This department is in charge of making sure that tasks are completed in a timely manner. Under the direction of the administrative manager, the administrative

department also administers penalties and discipline, including inquiries when needed.

3. **THE PROGRAMMES MANAGER:** The head of the programs department is the program manager. The station's presentation and production departments are under the control of this department. Compact discs, tapes, recorded programs, movie trailers, ads, documentaries, and other audio-visual materials scheduled for transmission are stored in the library unit under the programs department for future storage. The program department also includes the editing unit. Before such programs air, this team is in charge of editing a variety of outdoor activities or recorded shows.
4. **MANAGER, NEWS AND CURRENT AFFAIRS DEPARTMENT:** The department leader for news and current affairs is this person. News casting and gathering fall within the jurisdiction of this department. They watch news from other countries on TV and read newspapers to see if they can share any interesting stories. They also go to events like conferences, meetings, and launches to discover what's happening there and tell us about it. Once they have all the news, they have exceptional people called newscasters who decide which stories to include in the news bulletin. They choose the reporters, camera operators, and drivers who will go to the events and gather all the essential information.
5. **CHIEF ACCOUNTANT:** This is the head of the finance department. They will receive the money from the sale of the station's air time or space. Sales are handled by the marketing department, which then sends the money to the finance department, which drives revenue and expenses. The financial department is also responsible for the auditor. This is an important job to ensure appropriate accountability by auditing the money coming in and going out of the station.
6. **CHIEF MANAGER, ENGINEERING SERVICES:** This person is in charge of the engineering department and plays a crucial role in overseeing the technical aspects of the station, ensuring that equipment is well- maintained and available for use and that transmission processes, particularly involving the mast and transmitters, run smoothly. Collaboration with the programs division underscores the interconnected nature of technical and content-related functions within the station.

7. MARKETING MANAGER: The Marketing Department, headed by the Marketing Manager, plays a vital role in generating revenue for the station by leveraging various strategies. One of their primary responsibilities is selling airtime for programs aired on the station. This involves offering advertising slots to companies and independent producers who wish to promote their products or air their programs. By selling these slots, the department ensures a steady income stream for the station.



CHAPTER THREE

WORK EXPERIENCE

3.0 Work Experience

SIWES is a key factor required to inject and help to keep alive industrialization and economic development in the nation through the introduction and practical teaching of scientific and technological skills to students. I was able to participate fully in a lot of activities during my Students Industrial Work Experience Scheme (SIWES). The program exposed me to some practical situations of some theoretical teaching in the class. I was exposed to some gadgets used in the studio, outdoor, news sourcing, interview, lead writing and news casting. The details of my full participations are explained below:

3.1 Gadget Used in the Studio:

Instruments used in the radio studio are the integral parts of what constitutes a radio studio. For a radio station to function properly with a high quality there must be enough gadgets in the studio, my supervisor took his precious time to show and explain the functions of the gadgets in the studio. The gadgets include;

Microphone

A microphone is a device that translates sound vibrations in the air into electronic signals or scribes them to a recording medium. Microphones enable many types of audio recording devices for purposes including communications of many kinds, as well as music and speech recording.



Compact disc (CD)

This is a digital optical disc data storage format that was co-developed by Philips and Sony and released in 1982. The format was originally developed to store and play only sound recordings (CD-DA) but was later adapted for storage of data (CD-ROM). Several other formats were further derived from these, including write-once audio and data storage (CD-R), rewritable media (CD-RW), Video Compact Disc (VCD), Super Video Compact Disc (SVCD), Photo CD, PictureCD, CD-i, and Enhanced Music CD.



Studio Telephone

This is the traditional way that phone lines are handled in studios. A single analogue landline is used in the studio and a piece of equipment called a Telephone Balance Unit (TBU) is used to interface between the phone line and your mixing desk. This gives listener opportunity to contribute and be a part in the discussion.



Computer Set

Computer system will act as the main control board for the station, where one can automate, monitor, and control the broadcast stream. Computers are also used to mix and edit shows, control the playback or live stream of audio, manage audio equipment, and monitor radio signals and internet connections for seamless production quality.



During this period, I was able to operate some of these gadgets.

3.2 Outdoor Interview:

An outdoor media interview is an interaction that deals with question and answers for the purpose of broadcast outside the radio studio. We went ahead to interview some dignitaries at Ministry of Health, Ilorin, The Manger of Ministry of Health here in Ilorin Kwara State to get some information on about the current disease disturbing the humanity. The Interview was recorded and extracted out for my supervisor in which he (my supervisor) he encouraged and corrected us with our errors.

3.3 News Sourcing and News Casting:

News sourcing is the activity of researching news items for broadcast or publication. The major news concept for news gathering is BEAT, INTERVIEWS and RESEARCH.

News casting is the dissemination of news to the audience through the use of mass media. I was told the major points needed to be observed to cast news professionally. I was told the meaning of Word Per Minutes (WPM) and how important it is for a newscaster.

3.4 Performing Arts

The performing arts are arts such as music, dance and drama which are performed for an audience. Performing arts include a range of disciplines which are performed in front of a live audience, including theatre, music and dancing. I was able to participate and perform with other SIWES students in series of live performance which include; Skit making and advertising a product. I was corrected in my errors during the performance.

CHAPTER FOUR

4.1 Challenges Faced

1. Time Constraints:

One of the most significant challenges students face during SIWES is the limited duration of the programme. Lasting for a few months (typically three to six months and a maximum of one year), this short period often hinders students from gaining in-depth insights into their chosen fields. In many cases, they barely scratch the surface of their intended profession.

2. Insufficient Practical Experience

Another issue is the lack of hands-on experience. Students may find themselves doing menial tasks that don't align with their academic pursuits, leading to frustration and disappointment.

3. In some cases, students may lack proper guidance and supervision during their SIWES placements, leaving them to navigate the workplace on their own.
4. SIWES programmes can sometimes become mundane and repetitive, failing to engage students effectively.
5. Many students face the financial burden of commuting to their internship sites daily without any financial compensation, leading to wasted transportation fare.
6. Students may find that the skills and knowledge they acquire in the classroom do not align with the practical demands of the industry they intern in.

4.2 Summary of Attachment Activities

The gains of this exercise are immense; that it was worth the while is grossly an understatement. Being accorded another opportunity in life to be exposed to the

rudiments of work places outside the class room teaching is an experience of a life time.

Furthermore, the exposure to practical tools, and working features had engendered better understanding of lessons thought in the class room and charted a course for career development in food science.

4.3 General Appraisal

Suggestion for Improvement & Recommendations of the Scheme ways of Improving the Programme

SIWES programme can be improved by the various actors in the programme which include the Federal Government of Nigeria (FGN), Industrial Training Fund (ITF), Supervisory Agencies (NUC, NCCE, and NBTE), the Institutions, and the Employers.

A. The Federal Government of Nigeria

- The Federal Government should make it mandatory to all ministries, companies, and other organization to offer placement and as well as accept students for industrial attachment.
- The Federal Government should increase the fund being provided for the SIWES programme and other educational programmes in general for effective and productive implementation of the scheme.

B. The Industrial Training Fund (ITF)

- The Industrial Training Fund should provide a strong insurance policy covered for students on SIWES programme.
- The ITF should provide logistic and material necessary for the effective administration of the scheme.
- The ITF should formulate policies and guidelines for SIWES programme for enhancement to all SIWES participating bodies, institutions and companies involved in the scheme.

- The ITF should provide information on companies for the attachment and help in the placement of students.

C. The Supervisory Agency

- The supervisory agency should liaise with the Industrial Training Fund to ensure the implementation of all federal government policies on the scheme.
- The supervisory agency should ensure adequate funding of the SIWES unit in all the institutions for effective administration of the scheme.
- The supervisory agency should research into the development of the scheme in line with advances in technological development.
- The supervisory agency should develop, monitor and review job specification in collaboration with the institution toward the maintenance of the National Minimum Academic Standard for the entire programme approved for SIWES.

D. The Institution

- The Institution should help identify placement opportunities for student attachment with employers.
- The Institution should ensure regular visitation of their students on industrial training to monitor their welfare and improvement status.
- The Institution should have adequate information on some of the challenges facing the firm and the student; it should be noted and treated immediately.
- The Institution should ensure payment of student's allowances and other outstanding financial challenges.

E. The Employer

- The Employers should accept students for industrial training attachment.
- The Employer should allow the students to have access to some of their useful equipment and other useful facilities.
- The Employer should provide welfare services like drugs and other medication and show good hospitality to students.

Advice for Future Participants

I strongly recommend that future participants should bear the following in mind;

- ✓ The student should be focused to avoid disputing the reputation of the institution in their place of industrial attachment and they should also bear in mind the objective of the scheme and show commitment, diligence and honesty.
- ✓ The student should obey and adhere strictly to all rules and regulations of the company; they should respect the industrial based supervisors as well as other staffs of the company because the moral standard of the student is also evaluated.
- ✓ The student should avoid change of placement without seeking permission from the institutional based supervisor, the employer and the industrial training fund.
- ✓ The student should handle the equipment if the firm with great care and they should take pride in protecting the interest of the company throughout the period of industrial attachment.

Advice for the SIWES managers

- ✓ The SIWES managers should give attention to student welfare on industrial training and the students allowance should be increased as a result as high cost of living in our society.
- ✓ Technologists from various departments or program should be involved in the drafting of time table for students on IT to ensure that students are always sent into areas where activities that will result in learning experience are taking place.

CHAPTER FIVE

5.1 Conclusion

This report has been able to vividly explain the entire work, experienced gained by me during my SIWES program at Nigeria Television Authority (NTA), Ilorin which is a core scheme in ITF saddled with their responsibility of strengthening the effective teaching and learning of skill-based course such as mass communication. I therefore imply that the proper and effective administration of SIWES will go a long way in boosting and enhancing the competences of the workforce of the country. I also conclude that SIWES is confronted with series of challenges and this may have hindered the realization of the goals and objectives of the scheme and it therefore needs to be given attention by all concerned stakeholders.

5.2 Recommendation

In view of the relevance of the SIWES program, it is important that it is sustained by the government through the Industrial Training Fund (ITF) as it exposes the student to work tools facilities that may not be available in their respective institutions in relation to their course of study. To this end, I recommend that the following under-listed points should be implemented:

1. Regular monthly allowance for the students on attachment should be paid promptly.
2. Organization should always accept students for SIWES and subsequently assign them to relevant jobs
3. There should be more funding of the scheme by the government in order for it to be more effective
4. The companies should put in place all the necessary facilities needed to enhance the knowledge of the student in industrial attachment
5. It will be of great benefit if the institution can create a platform whereby student can obtain pre-SIWES knowledge or excursion programs, before embarking on the training.

6. Students' Industrial Works Experience Scheme (SIWES) needs to be strengthened by all concerned stakeholder in order for its objectives to be fully realized