



REPORT ON
STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME
(SIWES)

UNDERTAKEN AT

GERIN FM

PRESENTED BY

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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, 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 Gerin FM. 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, 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 Gerin FM, 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 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.

1.2 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

2.0 DESCRIPTION OF THE ESTABLISHMENT OF ATTACHMENT

2.1 Brief History of Establishment

The idea of establishing a radio station (GERIN F.M 95.5) came from the concern and passion of some Ilorin patriots for the development of the Emirate Community. Ilorin, being the headquarters of both the Ilorin Emirate and Kwara State; has grown from a pre-colonial town into an expanding metropolis. This growth, though desirable; has equally brought challenges that threatened the cultural heritage of the Ilorin Emirate. Besides, the growth is also opening up tremendous opportunities in all spheres of lives. This must be equally harnessed for our teeming youths.

GERIN F.M 95.5 was conceived as a community broadcasting station to serve as a rallying point for the people of the Ilorin Emirate and environs. Specifically, the Station will provide leadership in articulating the development NEEDS of the people; moderates their WANTS while vigorously promoting the consensus of the community on issues. It is also to serve the Ilorin Emirate community in providing timely, national and international news and information that are considered relevant to the community. The station shall identify and transmit local music and other music and entertainment materials in line with the cultural values of the people of the Ilorin residents.

The foregoing is listed below as specific objectives:

- To promote the Ilorin language and culture towards retaining our cultural heritage in the context of contemporary society.
- To disseminate information and analysis of issues and events that is of local, national and international importance.

- To generate revenue, in line with the NBC guidelines on community broadcasting; through the sale of air-time and to promote other commercial activities like product exhibitions, shows, events and joint promotion of products and social activities.
- To install and maintain equipment for gathering, processing and transmission of information on radio
- To mobilize the community for development aspirations and defend their interest as appropriate
- To facilitate the achievement of these objectives through relevant support services
- To facilitate the building of economic community that is line with modern ICT requirement
- To use the facility of the station to promote educational aspiration of the community through educational broadcasting approach.

Our mission is to provide quality programming for cultural education, reliable information and entertainment needs of the Ilorin Emirate Communities.

Location

The Radio Station is located at Abdulsalam Plaza, No 1B Ahmad Pategi Road, Off Ahmadu Bello Way, G.R.A., Ilorin, Kwara State, Nigeria.

VISION GERIN F.M 95.5 ILORIN

To be the leading station for the promotion of cultural awakening and re-orientation

PROGRAMMING POLICY AND PHILOSOPHY

Primarily, GERIN 95.5 FM is established to provide specialized broadcasting for educational purposes. Educational broadcasting is the use of broadcasting, in this case radio, to achieve formal, informal, non- formal and other forms of education as may be defined by experts in the area. Furthermore, educational broadcasting combines the traditional functions of broadcasting of Information (news and current affairs), education (enlightenment and educative programmes), Entertainment (relaxation and amusement) with the traditional educational functions of developing the intellectual, moral and skills capabilities of citizens. Therefore, Gerin FM 95.5 shall be guided by this objective in its programming conception, design and transmission.

The station shall maintain a 3:1 programming ratio between educational (formal, non-formal and informal education) and general audience programme. In other words educational programmes shall constitute seventy five percent (75%) as against twenty five percent (25%) for general audience programmes. For the purpose of clarity, the station is neither primarily a commercial nor entertainment station. The station shall work in collaboration with the Department of Mass Communication for the conception and production of programmes in all ramifications

2.2 Departments/Units in the Establishment and their Functions

1. Program Unit

A programme or project management office is a single, central support structure, designed to aid change and delivery initiatives within an organization. This applies particularly in an organization where there is a lot of ongoing programme and project activity. Without such a PMO, an organization is forced to replicate support arrangements over and over again as programmes and projects come and go.

2. Marketing Unit

Promotes business and drives sales of its products or services in the media. It provides the necessary research to identify your target customers and other audiences. Depending on the company's hierarchical organization, a marketing director, manager or vice president of marketing might be at the helm.

3. Technical Unit

The technical manager is a versatile position that requires sufficient managerial skills as well as sufficient technical skills. A technical manager should be able to perform all necessary tasks related to company systems including troubleshooting any technical issues.

4. Admin Unit

Administration department is backbone of an organization. An effective administrator is an asset to an organization. He or she is the link between an organization's various departments and ensures the smooth flow of information from one part to the other.

5. News and Current Affairs Unit

Current affairs are a genre of broadcast journalism. The news departments are responsible for putting down headline about current matters together.

CHAPTER THREE

3.0 WORK EXPERIENCE

3.1 Production of Scripts

The production and orientation are carried out in the programming unit during Mondays' which include material which combine analog to digital. This production unit include all material use for recording and producing script needed in the mass media. The script include write-up that have being mechanized.

Type of Scripting

- Mechanized Scripting: This is written in the form of an essay which have introduction, body, conclusion, and signature. This include what to do, who should, how and when-link-dufffall-transaction-linking on insert to another place and emphasis on every program e.g. Supreme FM. 96.1 channel 1107, channel 492.1, etc.

Part of Mechanized Scripts

- Introduction
- Main body
- Conclusion
- Signature

3.1.1 Program Plan

- Program title (duration: 30minutes)
- Presentation of MUZHA KWEHA
- The Sky Presentation
- Music

3.2 Equipment's used at FRCN

Equipment include:

1. Reel to reel audio tape recording:

Is a form of magnetic tape audio recording in which the recording medium is held on a reel, rather than being securely contained within a cassette. In use, the

supply reel or feed reel containing the tape is mounted on a spindle; the end of the tape is manually pulled out of the reel, threaded through mechanical guides and a tape head assembly, and attached by friction to the hub of a second, initially empty take-up reel.



2. Long Grammar Phone (Micro-Phone)

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.



3. Cassette (Tape)

The Compact Audio Cassette or Music-cassette, also commonly called the cassette tape or simply tape or cassette, is an analog magnetic tape-recording format for audio recording and playback



4. CD

Compact disc (CD) 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.



5. Deck to the Cassette

A **cassette deck** is a type of tape machine for playing and recording audio compact cassettes. Consumer electronics formerly used the term *deck* to distinguish them from a *tape recorder*, the "deck" being part of a stereo component system, while a "tape recorder" was more portable and usually had a self-contained power amplifier (and often speakers).



Other software's include the audibling and Nero software

6. Dubby Machine

This is used in transforming radio cassette from one to another, that is, from one radio cassette other radio cassettes.



Radio Media

Radio is the technology of using radio waves to carry information, such as sound and images, by systematically modulating properties of electromagnetic energy waves transmitted through space, such as their amplitude, frequency, phase, or pulse width.



The Radio media is the largest in Africa but a kind of the oldest broadcasting network of Nigeria. It was gotten from radio-Nigeria operate as a network Kaduna State Media Cooperation (KSMC) news rooms give timely information of the program from the program unit which is the heart beat of the media.

Tips in making a good Radio Presentation

- Aim to create
- Understand how, when, why and what the listener is saying
- Know your listeners
- Make your listener care

3.3 Program Format

The type of the programs format is documentary, features, interview, Discussion, or pop, routine reporter, drama, testimonial, talk, chit-chat, montage, phone in programmes,

CHAPTER FOUR

4.1 Difficulties Encountered During the Programme

Life they say is not a bed of roses and whatsoever that has advantages also have its disadvantages. In as much as the SIWES Programme is a wonderful programme which has been designed to help the students have a practical knowledge of their various courses of study, it is note-worthy to also mention some of the problems encountered during the programme.

1. Problems of Securing a Place of Attachment

Securing a place of attachment for industrial training programme was a very big challenge to me. This is due to the fact that there are very limited establishment that accepts students undergoing industrial training. While I was searching for a place of attachments, I got to find out most of the establishments that accepts students had already taken the maximum number of students needed, while others would just reject the request giving one reason or the other.

2. Working Time

As an IT student working in FRCN, I was meant to work for twelve (12) hours in a day, five days in a week (i.e. Mondays to Friday). I barely had time to attend to my personal needs. Not just that IT students had to work all day, but also, the work load was quite much. Most times IT students would be asked to work overtime even without any incentive attached to it and students have no option but to comply every given instruction.

3. Finance

Stipends given to me during my industrial training programme is nothing to write home about. The stipend was so little that it could not even cover up for my daily transportation fair not to even mention my feeding fee; therefore, making me spent more from my personal savings. Despite the fact that the stipend was little, it was delayed. Most students ended their programme without receiving their complete stipend due to late payment from firm and we are also

asked to pay for the practical we are going to conduct which makes student loose interest in participating.

4. Inaccessible Machines

In FRCN, industrial training students were not opportune to access most of the automated analyzers because they are not available. Instead, we were being told to make research of such machine which does not assist us in learning better going with the saying “practice makes perfect” and not “plain research makes one perfect”. One of the objectives of SIWES is to expose students to work methods and techniques in handling equipment’s and machineries that may not be available in their universities, thus, the above stated objective of SIWES is not been fulfilled completely.

The difficulties encountered during the programme among others include;

- Inadequate monitoring of students on industrial training;
- Lack of cooperation and support from organization;
- Delay in release of fund for supervision and student’s industrial training allowances;
- Student’s reports were not corrected.

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 of 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

RECOMMENDATION AND CONCLUSION

5.1 Recommendation

- ✓ Tertiary institutions need to comply with the standards set for proper implementations of SIWES to enable students derive the greatest benefits from participation in the scheme.
- ✓ Tertiary institutions need to provide adequate logistics (mobility, internet service etc.) and adequate funding to make their SIWES units functional.
- ✓ Students should be well prepared through meaningful orientation programmes by institutions before embarking on SIWES. A book, such as the “Guide to successful participation in SIWES” would be useful in achieving the purpose if read before, during and after SIWES by participants.
- ✓ Quality assurance of SIWES, through adequate supervision of participants by the relevant stakeholders (institutions, employers and ITF) would ensure that the scheme meets its objectives vis-à-vis the principles of cooperative education or work-integrated learning.

5.2 Conclusion

The Student Industrial Work Experience Scheme (SIWES) plays a significant role in human resource development, it helps students develop new skills and enlightens them of what the present society holds for them after graduation and helps them adapt accordingly. As a result of the programme, I am now more confident to build my future. My four (4) months industrial attachment with Federal Radio Cooperation of Nigeria (FRCN) has been one of the most interesting, productive and instructive experience in my life. Through this training, I have gained new insight and more comprehensive understanding about the real industrial working condition and practice; it has also improved my soft and functional skills. All these valuable experience and knowledge that I have gained were not only acquired through the direct involvement in task but

also through other aspect of training such as work observation, interaction with colleges, superior and other people related to the field.