

**STUDENTS' INDUSTRIAL WORK EXPERIENCE
SCHEME (SIWES) REPORTS**

DONE AT

NIGERIA TELEVISION AUTHORITY, ILORIN

BY

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SUBMITTED TO

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CERTIFICATION PAGE

I hereby certify that this report of Student Industrial Work Experience (SIWES) was prepared and compiled by Uleiman Kolo Halimat with the matriculation number ND/23/MAC/PT/0874 from the department of Mass Communication, Kwara State Polytechnic, Ilorin for the successful completion of SIWES undertaken at Nigeria Television Authority, NTA, Ilorin.

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DEDICATION

I dedicate this report to God Almighty for His Unlimited Grace, Consistent Love, Immeasurable Faithfulness, and for sparing my life throughout the period of my SIWES programme.

Secondly, I dedicate it to my parents for their undiminished support and unquantifiable assistance throughout the whole exercise and beyond.

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ABSTRACTS

The Students' Industrial Work Experience Scheme (SIWES) is an accepted skills acquisition programme which forms part of the approved academic standard in the ND programme for Nigeria Polytechnic.

In 1974, the federal government of Nigeria introduced the national policy on industrial training, called the Students Industrial Work Experience Scheme (SIWES).

This programme is under the umbrella of the ministry of education through the industrial training fund (ITF), was designed to help students acquire the necessary practical education/experience in their field of study and other related professions.

This is an effort which was created in order to bridge the existing gap between the theory taught in the classroom and practice of science, agriculture, medicine, engineering, technology and other professional programmes in the Nigeria tertiary institution.

The programme was established basically to impart elaborate practical understanding to students with respect to their various disciplines.

This report is a summary of the experience I acquired during my Students' Industrial Work Experience Scheme (SIWES) in NTA, Ilorin. I served as an intern in the Program Department of the organization.

CHAPTER ONE

1.1 INTRODUCTION

The origin of industrial training could be traced to the advent of industrial revolution which ushered in steam engines, power-driven machines and a new system of production in Europe. To function satisfactorily then, workers needed to depart from their craft capabilities and embrace knowledge and understanding which the new technologies offered in work-settings via practical training. Therefore, the need prompted higher citadels of learning to commence application of practical and technical affairs.

The concept thrived between 1824 and 1830 extensively to warrant the creation of technical and engineering courses. These courses were established first at the Rensselaer Polytechnic Institute, USA, and secondly at Colombia University based on the new scientific curriculum that necessitated the Greek or Latin, language inclusion. The effect of this concept has been argued and it led to the spread or escalation of science, engineering and technical education in several tertiary institutions in America and Europe, towards the end of 19th century.

The products of these institutions were trained through systematic instruction with a body of knowledge in engineering and science which was theoretical and universal. Hence, they had broad ideas on fundamental knowledge to the workability of various engineering systems but lacked an in-depth foundation on practical knowledge needed for effective production in certain jobs.

The gap between theoretical knowledge and practical training was therefore noticed for bridging and it necessitated science and engineering students complementing their theoretical knowledge with practical training in industries so as to become productive in their career after graduation. This prompted the innovation that later took place in the 20th century with the introduction of cooperative education through Herman Schneider, the Dean, College of Engineering, University of Cincinnati. Therefore, engineering students started attending classes to acquire theoretical knowledge and also engaged in trainings with the same duration in companies for practical experiences.

Although studies have shown some variations in cooperative education in work-settings across the globe till date, but it is still a striking fact that Schneider's innovation of 1906 serves as the foundation for all training in science, engineering and technology in developed nations such as North America and Western Europe, with little impacts in some developing countries.

1.2 HISTORY BACKGROUND OF STUDENTS' INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

Students' Industrial Work Experience Scheme (SIWES) is a programme designed to expose and prepare students of Universities, Polytechnics, Colleges of Technology, Colleges of Agriculture and Education for Industrial Work situation which they are likely to meet after graduation. It is a skills training programme which affords students the opportunity of familiarizing, acquiring and exposing themselves with the needed experience in handling industrial equipment and machinery that are not usually available in their institutions.

Students' Industrial Work Experience Scheme (SIWES) is a human capital formation programme through industrial attachment for which students are expected to have a practical experience on the basis of theories and principles acquired in the teaching-learning process. However, the prevalence of the inability of participants of SIWES to secure employment after the programme casts doubt on the continuing relevance of SIWES to the contemporary industrial development drive in Nigeria.

Human resource development constitutes the most critical factor in the development process and the quality must therefore be inherent in the productive capacity of people. Human societies in the quest for development have identified and developed institutional as well as structured training and educational programmes as major avenues for processing human beings to acquire the necessary skills and technical competence for their roles in the development of the society.

In this context, it is observed that, it is not only in advanced nations that science and technology are spreading, but that, they are increasingly valued whenever people value

their nation's independence, prosperity, power and prestige, and also, where nations seek a high standard of living, improved health or better education. In most discussions on human resource management, training and development represents the most significant.

SIWES was established by ITF (industrial training fund) in the year 1973 to solve the problem of lack of adequate proper skills for employment of tertiary institution graduates by Nigeria (SIWES) was founded to be a skill training programme to help expose and prepare students of University, polytechnic and college of education for the industrial work situation to be met after graduation, this scheme serve as a smooth transition from the class room to the world of work and further help in the application of knowledge the scheme provide students with the opportunity of acquiring and exposing themselves to the experience required in handling and managing of equipment and machinery that are usually not made available in their institution.

In Nigeria, SIWES was introduced in 1973 to enable undergraduate students in Science and engineering acquire practical skills needed to function satisfactorily in work-settings. Industrial training commenced in the country due to the reliance of companies or industries on technical proficiencies, for production process and preservation of company resources.

In practice, it is said to originated from the then Yaba Technical Institute, now Yaba College of Technology. At that point, students were being sponsored by various government owned institutions and other private firms. The practice permitted students to return to work with their employers during long vacations. Through this, students were having work-related experience and the training available in companies then must have been responsible for the quality of graduates in organizations in those early days.

However, it could be observed that the quality of the Nigerian graduates began to diminish afterwards due to the dearth of faculties to impart quality education on students in tertiary institutions. As military imperialists began to unleash terror on social critics, most of which were faculty members, they decided to find greener pastures abroad. To fill the vacuum, unqualified faculty members' were recruited into the academics. To worsen

the situation, most of the expatriates left Nigeria for their countries of origin; the vacuum created could not be filled satisfactorily with the skills of fresh graduates from the nation's educational systems.

Given this, multinational companies in Nigeria such as Flour Mill Nigeria Plc, Bagco Plc, Nigerite, Nigerian Breweries Plc, Unilever Nigeria Plc, Texaco Overseas (TO), Chevron Nigeria Limited (CNL) established training schools: Also, Shell Petroleum Intensive Training Programme was established in 1998 for technical skill acquisition through hands-on experience.

Since independence, the issue that has attracted the interest of succeeding Governments in Nigeria has been that of human resource development. From the beginning of Nigeria's nationhood, it was imminent that the pace of national development through technological advancement devolved not so much on the availability of means or resources, rather, on the articulation and effective utilization of the vast human and material resources. It is on this basis that investment on training of the human factor becomes a serious challenge as science and technology related courses are requisite for national development.

Therefore, it is observed that, initial efforts aimed at achieving rapid national development were concentrated on the expansion of formal educational institutions, though these considerably increased in number, yet did not and were not expected to have acquired the skilled, knowledge and varied technological expertise required to meet the needs of special and vital sectors of the economy. However, the fundamental role of education in human resource development is a matter of priority for any developing country to evolve a functional education policy. This is necessary because, only through such priority can a country lay a solid foundation for a future, stable and result-oriented human resource development. Thus, growth and development, which will result from effective organizational change, depend on a well-educated and adequately skilled human capital that is capable of applying vision, knowledge and creativity to their economic activities. Thus, industrial education which can be achieved through the formal or/and informal educational approach(es) attracted the attention of Government and individuals,

in contemporary development environment.

1.3 OBJECTIVES OF THE SIWES

Specifically, the objectives of the students Industrial Work Experience scheme (SIWES) cut across the economy, labour force and educational sector positively.

- 1 Provide an avenue for student in Nigeria institute to acquire industrial skills and experience in their course of study.
- 2 Prepare students for the post graduate work situation. Expose students to work methods and techniques in handling equipment and machinery that may not be available in educational institutes.
- 3 Provide opportunity for student to apply their knowledge in real work situation and there by bridging the gap between theory and practical.
- 4 Ease transition into the world of work and enhance students contact for later job.
- 5 Ernest placement and strengthen employers involvement in the educational process of preparing students for employment in the industry.

CHAPTER TWO

2.1 HISTORY OF RADIO NIGERIA, NIGERIA TELEVISION AUTHORITY

The Nigerian Television Authority (NTA), which includes the Ilorin station, was established in May 1977 through Decree 24 of 1977, with retroactive effect from April 1976, taking over 12 regional television stations and becoming the sole body for TV broadcasting in Nigeria. NTA Ilorin is located Fate Roundabout, Ilorin, Kwara State.

The **Nigerian Television Authority** or **NTA** is a Nigerian government-owned and partly commercial broadcast station. Originally known as Nigerian Television (NTV), it was inaugurated in 1977 with a monopoly on national television broadcasting, after a takeover of regional television stations by military governmental authorities in 1976. After a declining interest from the public in government-influenced programming, it lost its monopoly over television broadcasting in Nigeria in the 1990s.

The NTA runs the largest television network in Nigeria with stations in several parts of the country. It is widely viewed as the "authentic voice" of the Nigerian government.

[The first television station in Nigeria, the Western Nigerian Government Broadcasting Corporation (WNTV) began broadcasting on 31 October 1959.^[4] Its first Chairman was Olapade Obisesan, a lawyer trained in the United Kingdom and the son of Akinpelu Obisesan, an Ibadan socialite and first president of the Cooperative Bank of Nigeria. Vincent Maduka, a former engineer, was the General Manager. The station was based in Ibadan, making it the first broadcast station in tropical Africa.

In March 1962, Radio-Television Kaduna/Radio Kaduna Television (RKTV) was established. It was based in Kaduna and was operated by the Broadcasting Company of Northern Nigeria. RKTV also provided coverage for the central northern states; it opened new stations on Zaria in July 1962 and on Kano in February 1963. Later in 1977, it was re-branded NTV-Kaduna.

In April 1962, the Nigerian Broadcasting Corporation (NBC) was established as a federal government-owned service based in the city of Lagos, broadcasting to the southwestern states.

MidWest TV was established in 1972 as a TV broadcaster of Port Harcourt. It was run by the state government in Benin.

Benue-Plateau Television Corporation (BPTV) was established in 1974 with headquarters in Jos. It was the first television station to launch regular/permanent colour broadcasts in Africa. The colour test transmissions began on 1 October 1975. BPTV was later re-branded as NTV-Jos.

NTA was founded in 1977. By May 1977 all the state television broadcasters listed above were merged and re-branded as Nigerian Television (NTV) and owned by the Nigerian Television Authority. Obisesan and Makuda continued in the roles of Chairman and General Manager of NTA. As of 1979, NTA had a national reach of 20% of the Nigerian population.

2.2 ORGANIZATIONAL CHART (ORGANOGRAM)

The NTA Ilorin organogram follows a standard television station structure, with departments for management, news, production, and administration, headed by a station manager or director.

Here's a likely breakdown of the NTA Ilorin organogram, based on common television station structures and available information:

Management:

- **Station Manager/Director:** The overall head of the station, responsible for operations and staff.
- **Deputy Station Manager/Director:** Assists the Station Manager and takes over in their absence.

News Department:

- **News Director:** Oversees all news operations.
- **News Editor:** Responsible for overseeing the news content.
- **Producers:** Responsible for creating and editing news programs.
- **Reporters/Correspondents:** Gather and report news stories.
- **Anchors/Presenters:** Deliver news on air.

Production Department:

- **Head of Production:** Oversees all production activities.
- **Directors:** Directs the production of programs.
- **Technical Directors:** Oversees the technical aspects of production.
- **Audio Engineers:** Responsible for audio production.
- **Camera Operators:** Operate cameras during production.

Administration Department:

- **Head of Administration:** Oversees administrative functions.
- **Finance Manager:** Manages the station's finances.
- **Human Resources Manager:** Manages staff and HR related matters.
- **IT Manager:** Oversees the station's IT infrastructure.

Other Departments:

- **Marketing Department:** Responsible for promoting the station and its programs.
- **Sales Department:** Responsible for selling airtime.

CHAPTER THREE

3.0: MY EXPERIENCE AT NTA, ILORIN.

I was assigned to Program Department to begin my two months stay as an intern, I worked with different students from different tertiary institutions of learning.

Our primary activities involved assigning of a program on a daily basis. Other experienced garnered includes:

1. Program Discussion
2. Uses of Camera
3. Studio management
4. Casing out of various television program
5. Basic television production
6. Step by step on how to report
7. Voice over
8. Script over

CHAPTER FOUR

4.1 CONCLUSION

The Federal Government's efforts at improving the nation's technical know-how and increasing the efficiency of middle level manpower are not restricted to the industries alone. Efforts were made to involve institutions of higher learning and hence the birth of. Based on the findings of my experience at NTA, Ilorin it is evident that skills development and utilization cannot be achieved in isolation, rather, the relevant stakeholders must be committed to the course and be fully involved, which means students and teachers from institutions of higher learning, corporate industries and commercial bodies, and Federal Government must be involved.

This cooperative machinery between industrial and institutions of higher learning will produce effective results under the supervision and control of the Industrial Training Fund (ITF).

4.2 RECOMMENDATIONS

It is recommended that government should devote sufficient financial and human resources to all levels and aspects of education to enhance effective running of educational programmes especially SIWES.

Polytechnics should be encouraged to establish technological development centers to translate innovations from staff and students to goods and services. This will enable them fulfill their basic social.