



**REPORT ON**  
**STUDENT INDUSTRIAL WORK EXPERIENCE SCHEME**  
**(SIWES)**

**UNDERTAKEN AT**  
  
**N.T.A FATE ROAD ILORIN**

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## **TABLE OF CONTENTS**

Dedication

Acknowledgement

### **CHAPTER ONE**

1.1 Historical background of Siwes

1.2 Aims and objectives of Siwes

1.3 History of the Nigeria Television Authority (NTA)

1.4 Organizational structure

### **CHAPTER TWO**

2.0 Description of the Establishment of Attachment

2.1 Brief History of Establishment

2.2 Department/Units in the Establishment and their Functions

### **CHAPTER THREE**

3.0 Work Experience

3.1 Gadget Used in the Studio

3.2 Outdoor Interview

3.3 News Sourcing and News Casting

3.4 Performing Art

### **CHAPTER FOUR**

4.1 Difficulties Encountered During the Programme

4.2 Summary of Attachment Activities

4.3 General Appraisal

### **CHAPTER FIVE**

5.1 Conclusion

5.2 Recommendation

## **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 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, 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**

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 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

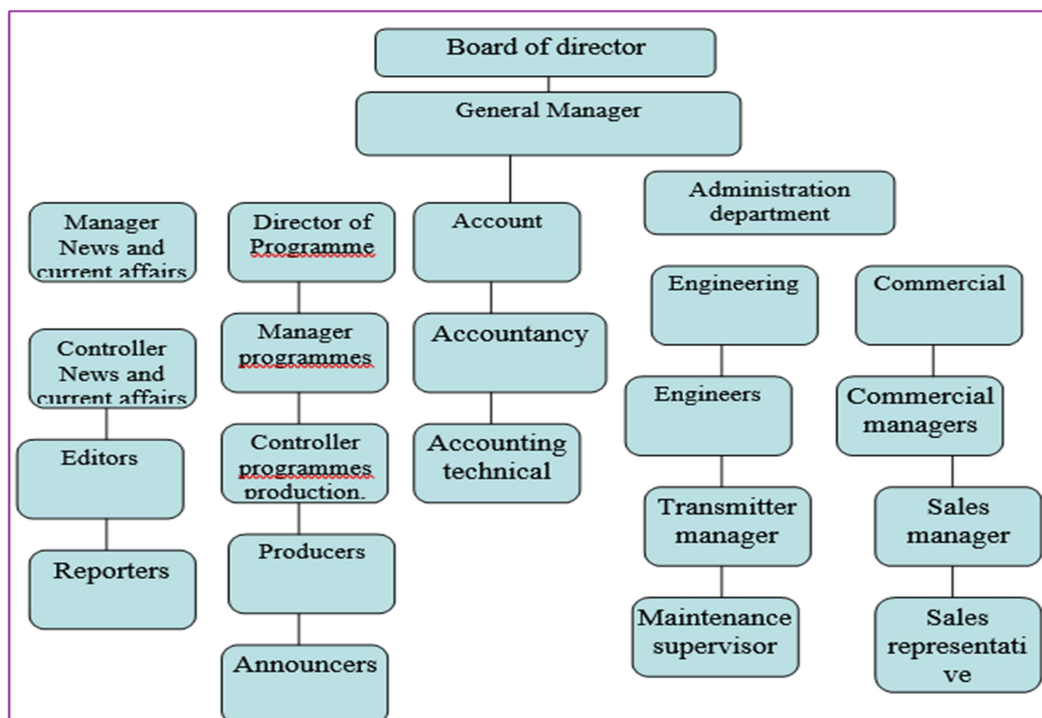
personnel records. In addition, he or she keeps an eye on the employees' welfare and wellbeing. This department is in charge of making sure that tasks are completed in a timely manner. Under the direction of the administrative manager, the administrative department also administers penalties and discipline, 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.



### **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 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 at A-Plus Computer, 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.

#### **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.

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 of 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